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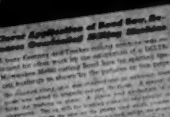
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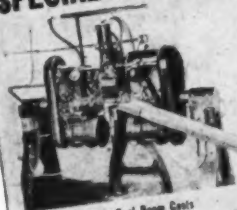


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## Side Glances:

CAN schools teach patriotism? Next month J. Cayce Morrison will answer: "They can and they must, else—."

INFERIOR military equipment can lose a war. Inferior educational equipment can lose the peace. Leslie L. Chisholm, another October author, will contend that those schoolmen who neglect to work for adequate financial support for the schools are as reprehensible as is the general who accepts poor weapons when cooperation is at hand.

WHY the growing necessity for remedial reading courses? F. Dean McClusky of Scarborough School points an accusing finger at those educators who have followed the researchers down the silent reading trail. Next month he will plead his case for a return to oral reading in the belief that upper grade, high school and college students may learn to comprehend what they read if they will follow the slower path to knowledge.

TWO grades in a room—no teacher tries teaching them from choice. One group is likely to be slighted, neither to receive her best. Next month a Cincinnati teacher, Mardie Weatherby Endres, will present a modernized plan for handling the double class.

★ ★ ★

Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago, and 101 Park Avenue, New York. Otho F. Ball, president; Raymond P. Sloan, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$2; foreign, \$3. Current copies, 25c each. Member, Audit Bureau of Circulations. Copyright, 1942, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879.

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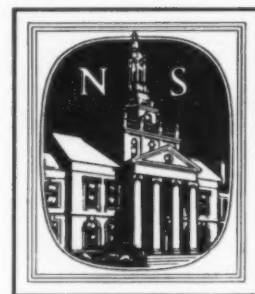
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# BETTER PLANT PRACTICES



## More About Paper

The cooperative attitude of business officials in revising their purchasing procedures on paper goods to conform with war conditions was described last month in these columns. Speaking further on this important subject, James F. Williams, purchasing agent of the school district of Philadelphia, points to the wisdom of studying mill production and market demands and of purchasing when government buying lessens. This may occur at the end of the government fiscal periods but can often be indicated by the mill agents or manufacturers' representatives.

"Our local policy in the procurement of paper goods," Mr. Williams states, "has been to contract for an annual supply and then require deliveries staggered throughout the year into a central warehouse. Normally, this procedure was quite adequate in fulfilling term requisition requirements and was acceptable to both the manufacturer and the distributor.

"Since the imposing of current governmental restrictions, however, it has been impossible to contract for any long period of time at a firm price. This makes it necessary either to buy more frequently throughout the year or to receive into stock an unusually large supply of merchandise, which has to be stored approximately six or nine months before it is required. Through an accelerated delivery program this stock can be redistributed either to the individual schools or to other points of ultimate consumption.

"After the quantities to be purchased are carefully reviewed so as not to exceed a normal demand, such a delivery program makes certain that the consuming school units are provided for and, at the same time, removes that tonnage from the potential selling market for another twelve month period. If the essential school functions are to be carried on, it would appear to make little difference whether the tonnage is moved at one time or several during the fiscal period.

"This does not mean that school buyers should purchase indiscriminately, or even as freely as in previous years. Requisitions should be most carefully examined and only those that are proved to be absolutely essential should be honored.

"The question of liberalization of established paper specifications has largely been answered by the joint action of the War Production Board and representatives of the pulp and paper industry. Early this year regulations were formulated reducing and simplifying sizes, weights, colors and finishes of practically all papers then being manufactured. These simplified standards are quite adequate and satisfactory for the average public school requirement. Copies of the current standards may be obtained from the pulp and paper branch of the War Production Board.

"The conservation of paper and of all other commodities, too, is not only efficient business, but is more than ever a national necessity.

"Appeals to the school principals have resulted in a waste prevention program that is designed to reduce consumption of school paper to daily classroom necessities. While it is too early to determine the results of this program, it is hoped that careful administering of available supplies will cover the classroom requirement with the minimum of material."

## Has Two Years' Supply

Kenneth O. Irvin, district clerk and business manager, Union Free School District No. 1, Kenmore, N. Y., describes their policy as one of quantity purchasing. The district has, in fact, already purchased a two years' supply of the necessary paper goods, but purchasing procedures have been changed to meet new economic conditions arising out of the war.

"Naturally," says Mr. Irvin, "we must liberalize our regulations to conform with the war effort. We are constantly impressing upon all concerned in this school system that paper goods must be conserved and we know that every effort is being made by all teaching and nonteaching employees to comply with our request."

## Buys As Needed

It has never been the policy of the Aberdeen Public Schools, Aberdeen, Wash., to be stampeded into buying two or three years' requirements, as many salesmen have suggested, Ray R. Colby,

secretary asserts. "We purchase only our needed requirements for the coming year and we propose to cooperate with the war effort by getting along with whatever material is available.

"We are putting forth every effort to conserve paper, particularly paper towels and other types of paper of which we use considerable quantities. We feel that it is up to the schools to forget about some of the things we may want or are in the habit of using and operate with what may be left for us after our armed forces are properly supplied."

## Erie Reduces Waste

An interesting experiment in reducing waste is suggested by C. A. Sapper, secretary of the school district of Erie, Pa. In some of the elementary school buildings of that city packages of folded towels have been cut in half, and the two parts of the packages placed in the cabinet. When a pupil takes a towel from the cabinet, instead of getting a full towel he gets only a half. "We have found," Mr. Sapper says, "that our consumption of towels has been cut considerably and next year we intend to carry out this method in all our elementary buildings."

Like many others Mr. Sapper is purchasing paper towels on staggered shipments. This plan was started in January. His specifications on toilet tissue call for 4½ by 4½ inch sheets, 2000 to a roll. On paper towels he purchases the standard 32 pound, junior size folded towel.

## Painting Helps

Paint and light are partners in illumination, according to a well-known lighting official. He goes on to explain that in one totally indirect lighting system a coat of paint on an acoustically tiled ceiling increased the illumination 65 per cent. The second coat of paint increased the illumination as much as 105 per cent of the original.

In a semi-indirect system of illumination the walls and ceilings were carefully washed with a detergent, with a resultant increase of 29 per cent in illumination. This authority adds that, at a conservative estimate, dirty wall and ceiling paint can easily bring about a 20 per cent reduction in the illumination of the room.



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# Questions — AND ANSWERS

## Should Teachers Be Deferred?

**Question:** What can be done about selective service and men teachers?—C.J.M., Minn.

**ANSWER:** Unless we come to the point where essential school services must be curtailed because of the lack of teachers, we should not ask for the exemption of men teachers from selective service. It may be that in certain areas of the curriculum, teacher shortages will develop. But it should be possible to some extent to make shifts in curriculum offerings to cover such areas, and it may be necessary for us to forego or to postpone for the duration of the emergency certain curriculum offerings.

To the extent to which this can be done without omitting school services vital in the life of the child, the schools should not request the deferment of men teachers in reference to selective service. Of course, acute conditions may develop, especially if the war is prolonged, that would cause a change in this statement of policy.—ALEXANDER J. STODDARD.

## Accounting for Funds

**Question:** What accounting and how detailed publicity should be given school funds raised by the efforts of teachers and students?—J.D.S., Pa.

**ANSWER:** Simplified but detailed, complete and accurate accounting should be devised and maintained. If at all possible, all funds should be deposited in and expended from the legal account of the school system. These practices protect principals and teachers from unjust criticism and are businesslike. For sound public relations, general publicity should include frequent and accurate reporting to pupils, their parents and the general public regarding amounts collected, disbursed and unexpended.—GEORGE C. KYTE.

## Baccalaureate Sermons

**Question:** Should a baccalaureate sermon be nonsectarian? Should it be held on "neutral ground"? Should it be a church function or a school function or both?—L.H.B., S.D.

**ANSWER:** The baccalaureate sermon is one example of the way in which the high school has imitated the college. Traditionally, it is related to the bachelor's degree and has little justification as

a school exercise in a public high school, which must be kept nonsectarian. In some communities this function may be a factor in bringing the church and the school more closely together, but whatever values there are in this field are offset by the possibility of misunderstanding and dissension that arise in spite of every effort to deal fairly with all the churches. While it is difficult to make a rule that would be valid in all cases, it would seem that in most situations the baccalaureate service should be held in the schoolhouse or in some other public auditorium rather than in a church.—CARROLL R. READ.

## Buses for Athletes

**Question:** At present there seems to be quite a bit of controversial discussion as to whether or not the federal government has made any ruling prohibiting the use of school buses to transport high school athletic teams to and from competitive games away from home. Any information you can give will be greatly appreciated.—C.S.H., Wyo.

**ANSWER:** Under date of August 6, the Office of Defense Transportation made the following recommendation: "Use of school buses should be limited to carrying pupils to and from school or projects which are a necessary part of the school program. This would eliminate the use of buses for trips to such events as athletic and music contests."

Turn to the news section, page 56, for other recommendations made by Director Joseph B. Eastman of the O.D.T. in regard to conserving school buses. Whether or not schools will get bus replacements depends upon their conservation record.—M. W.

## Progress of Educational Tests

**Question:** Educational testing—whither?—H.C.N., Minn.

**ANSWER:** There will be continued use of educational tests in supervision. Wisely selected and administered, they provide a useful basis for diagnosing difficulties and for a general survey of pupil achievement. Through the use of tests, supervisors and teachers working together may obtain a better understanding of their mutual problems.

More and more educational tests will be constructed in terms of the objectives and content of the programs being evalu-

ated; that is, educational testing will be keyed to curriculum development rather than to perpetuating the status quo. Illustrations of this trend are seen in Tyler's contribution to the evaluation program of the Thirty Schools' Experiment, and in Findley's development of a new testing program keyed to the evolving curriculum, in the New York State Education Department.

As the objectives of education are more clearly and specifically defined, the demand for more and better tests will increase. To provide the tests needed and to demonstrate their worth in evaluating specific outcomes of instruction or in solving specific problems are major functions of research.

While educational testing has not realized all of the outcomes enthusiastically predicted 20 years ago, it has justified the energy invested in the movement. With the greater knowledge of tests gained through experience, we may confidently predict that in the next quarter of a century educational testing will contribute even more than in the past to the refinement of teaching procedures, the perfection of guidance and evaluation and to the usefulness of research.—J. CAYCE MORRISON.

## Are Awards Undesirable?

**Question:** What should be a school's policy regarding awards and prizes?—H.C.N., Minn.

**ANSWER:** Theoretically, many school administrators believe that all awards and prizes should be eliminated. Actually, only a few carry out such a policy.

If the system of honors and awards is carefully administered with an understanding of what it is designed to accomplish, there can be no objection to its use. The development of strong character, right habits, proper ethical standards and high ideals will always need all the encouragement possible.

In many schools, honor rolls are frowned upon because they reward superior intelligence, rather than consistent effort, but awards for effort in musical activities, letters for athletic teams and citations for citizenship and scholarship are approved.

The danger of prizes and awards lies more in poorly planned administration than in awards themselves.—FREDERICK J. MOFFITT.

## When Teachers Are Tardy

**Question:** How can I get a certain faculty member to come to work on time?—P.A.M., N.D.

**ANSWER:** Set a definite time for the faculty member to report and see that he does it. If he fails to do so his action constitutes insubordination in the full meaning of that term.—DE WITT S. MORGAN.

# She also serves

## *The Teacher*

*She always gives herself more "homework" than she ever assigns the children . . . Now she has new wartime duties: Keeping democracy alive in growing-up hearts . . . interpreting a war-torn world to youngsters . . . helping the whole community get out air raid instructions, war bond and salvage drive bulletins . . . and other vital jobs of the times. During school and after school, she's helping to win a war.*



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# LOOKING FORWARD

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## No More Conventions

THE federal authorities have requested that large national and regional conventions of various interest groups, associations and fraternal orders be canceled for the duration of the war. Some individuals have looked upon this request as an undesirable curtailment of civil liberty—the right to assemble. If the request had been issued as a mandatory order, there might be some excuse for this attitude. Since the right to make the decision rests with the individual and the association, this point of view does not make much sense. The federal authorities desire the curtailment of large regional and national conventions to conserve individual and common carrier transportation and to divert every possible financial resource to the war effort.

The United States is engaged in the most serious struggle in the history of the nation. The outcome is by no means a foregone conclusion. In fact, many well-informed specialists believe that unless we can make greater and even more intensive effort, the United States and her allies stand in grave danger of losing the war and the way of life we prize so highly.

Total war means total effort and total sacrifice. It means that every available dollar and every ounce of our energy should be devoted wholeheartedly to the prosecution of the war effort. Activities and practices that may be desirable, commendable and valuable in times of peace should be quietly relegated to limbo for the duration. Among these war nonessentials are the educational conventions, at least on a regional and national level. Even the need for state meetings, owing to the critical shortage of rubber, should be carefully reviewed.

Educational conventions are financed in large part from public monies. It is customary for boards of education and institutions of advanced learning to pay delegates' expenses in the belief that these gatherings result in individual and institutional values more than commensurate with the expense. With this belief, there can be no quarrel. Educational gatherings are distinctly valuable and eminently desirable in a

democracy. They are stimulating in the exchange of ideas and in providing a fresh professional outlook. The current question is one of relative values. When the expenses of these gatherings are totaled, they form a sizable amount of money that might at present be more constructively devoted to our war effort. For the next three years or possibly longer, convention wisdom may be effectively presented by the convention speakers by means of association house organs and national professional magazines.

We agree with the federal authorities that one of the best contributions educational associations can make throughout the war is to discontinue state, regional and national mass gatherings and to devote their organizational funds to the purchase of bonds and the public expense money to instructional purposes. Our slogan for the duration: **NO MORE CONVENTIONS!**

## Frank Cody

FOR twenty-three years one of the largest and, unquestionably, one of the finest public school systems in the country has been under the personal direction of a man who didn't look and didn't act like the conventional educator. As a superintendent of the Detroit schools, Frank Cody was unusual in many respects and almost a genius in others. When he was retired in June 1942, he left a most enviable record in the school system in which he spent practically all of the fifty-one years of his professional life.

Frank Cody was a product of Michigan. Born in the hamlet of Belleville near Ypsilanti 72 years ago, he "went through" the meager schools of the time and spent a year at Michigan State Normal College. After fifteen years as superintendent, high school principal, chief whipper-in and whipper-out in Delray, that western suburb became a part of the city of Detroit and Cody rose to the dignity of the principalship of its McMillan High School.

His reputation as diplomat and trouble shooter brought him the supervisorship of special education in



1913 and in 1919 when Charles E. Chadsey briefly defied Big Bill Thompson and became Chicago's superintendent-of-the-month, the home-town boy was chosen superintendent of Detroit schools. Some years ago when a reporter asked Cody how he managed to remain in one community so long, he said, "You see, I'm a home-loving man. I hate to move."

Frank Cody came to the superintendency just after the first World War when Detroit was in the throes of a big reform movement and was changing from village to city. The old graft-ridden ward-elected board of education had been replaced in 1916 by a seven-member, elected-at-large body of unusual caliber. Frank Alfred, Alexis Angell, Andrew Biddle, Samuel C. Mumford, John S. Hall, Joseph Stringham and Laura Osborn were outstanding in civil life. They were picked to clean up the schools and were just ready to move.

An unusually capable headquarters staff including Charles L. Spain, Paul C. Packer, Homer W. Anderson, Stuart A. Courtis, Ethel Perrin, Edwin Reeder, Louis Thiele and many others had been gathered by chance, as well as by design. Frank Cody, specialist in human relations, was the essential man to head the plan for change. While the technical specialists and board members did the spade work, Frank Cody held off the politicians and the reactionary segments within the school system so that the spade work could be done.

Innumerable cabals and counter-movements started, but they melted like snow before the sun when Frank Cody began to concentrate on them. He was not a technical educator and never claimed to be, but he did understand people—how they worked and why they worked. He could sense conflict long before it broke into open struggle, and he generally stopped it behind the line. Without Frank Cody, it is questionable whether the Detroit schools could have been freed from partisan politics and put on a merit basis. Without the support of a tough-minded board of education and the technical staff specialists, the entire change would have been impossible. The Detroit reform movement was a group movement in which each specialist played his part and Frank Cody coordinated all within a smoothly functioning organization that was firmly based on a philosophy made up of sound human values.

After 1923 this staff scattered to different parts of the country, serving in universities and foundations. Technical direction of the schools was carried on by Charles L. Spain while Frank Cody devoted himself to the larger problems of social administration. Complex and difficult social and political problems that under a less astute and skillful leader might have wrecked the schools were easily laughed away. Politicians asking favors for needy relatives were never refused but—there were always a few tests to be passed and the relatives seldom passed. Mr. Cody was always personally so sorry and told them so. They never for-

got his kindness. As time went on, it became easier to maintain schools free from political and financial scandal.

The schools grew in numbers and in quality during these years. Detroit finally capped its educational structure with Wayne University and Frank Cody became its first president. The delicate job of administering an urban university was taken in his stride. College faculties with their strange likes and strong dislikes amused but never worried him much.

To the surprise of professional politicians, the Detroit board of education has maintained its original high standard of personnel and policy from 1916 to the present time. This alone is worthy of notice. The answer lies in the fact that Frank Cody and his associates created so strong a public opinion for clean schools that small self-starting politicians have never had a chance. The people picked good men. Detroit and public education owe much to Frank Cody. Both the city and the profession will miss him. He may well be rated one of the outstanding superintendents of this generation.

## Phi Delta Kappa

**P**HI DELTA KAPPA is an educational honor society with more than 28,000 active and alumni members. Its objectives are said to be service, research and leadership in the field of public education. For more than a decade a minority of the membership has felt that the 1911 constitutional membership restriction that admitted only "white males of good character" was hardly worthy of so potent an organization. This regrettable ruling grew out of Negro prejudice in the South and Chinese prejudice on the West Coast and was certainly a contradiction of the tenets of democratic public education and the professional educator's relationship to it.

Prospective teachers learned in the classroom that there are no superior races and that wide current differences of competence and culture stem from generations of environmental factors. Then the fraternity tried, through a policy of exclusion, to foster the myth of white superiority. Conflict between these two points of view soon developed.

With the passage of time, the struggle to make Phi Delta Kappa thoroughly democratic grew in intensity. Several years ago the Ohio State chapter acted on its convictions and elected one Negro and one Chinese student to membership. In accord with fraternity rules, the chapter was logically suspended. Alumni began to take an increasing interest in the question and in May 1942 the constitution was amended and official racial discrimination became a thing of the past. This is a most significant step toward greater democracy in education and Phi Delta Kappa deserves credit for its action.

Secrecy and racial discrimination have been dropped. Two more needs are indicated. Phi Delta Kappa might

with real profit drop its dripping, sophomoric, hodge-podge ritual in favor of a more mature procedure that would include a straightforward statement of purpose and program. Second, it might well reduce its high initiation fee so that no individual invited to join would be barred because of lack of money.

## Alice Prentice Barrows

THE resignation of Alice Barrows, specialist in school plant, from the U. S. Office of Education in August means the untimely withdrawal from public school service of one of the ablest members of the Washington staff and one of the most colorful personalities in the professional field.

Alice Prentice Barrows was born in Lowell, Mass., of distinguished American ancestry that included the Barrows, Danas, Merrills, Reeds and many others. Her forebears include several Maine governors, distinguished members of both houses of Congress, among whom was the late Speaker Thomas B. Reed. She is a daughter of the Revolution on both sides, but we cannot conceive of her attending a meeting of the venerable Dames and feeling at home.

Vassar made her a bachelor of arts as an honor student in 1900. This was her first and last formal degree. She did much graduate work later but was too original to confuse form with substance. She actually knows more than most of the starchy Ph.D.'s now strutting across the educational stage. Her scholarship has depth and brilliancy if not orthodoxy. The last is a sin the lady eschewed from early childhood.

Miss Barrows took a job teaching English with the Packer Collegiate Institute in New York City in 1902. Ethical Culture School called her in 1903 and then came an appealing bleat from dear old Alma Mater. To many a girl in her early twenties, the thrill of teaching English at Vassar with the privilege of watching the daisy chain each spring might have been a fitting climax to a life ambition—but not for dynamic Dame Alice. She found college teaching “stuffy and sterile, more concerned with commas than common sense.” Her brilliant mind and unbounded energy scaled the academic walls and soared into the blue.

After a year of orientation in professional education at Columbia, she became an investigator for the Russell Sage Foundation in 1908. She met and was stimulated by the frontier educational, social and economic thinking of such men as Henry Suzzallo, Thorstein Veblen, John Dewey, William Kilpatrick, Max Handman, Bassett Jones, Walter Polakov and Harold Loeb, as well as many others. She met social workers and became interested in the underprivileged through her New York experience. The early faint glow of a sense of social responsibility was fanned into the brilliant all-consuming flame of a life crusade against dishonesty and privilege. She is disarmingly honest and absolutely fearless.

In 1912 Alice Barrows directed the vocational guid-

ance survey in the New York public schools and the next two years were spent in a study of the need and provision for vocational education in the city schools.

Just as she finished the vocational survey, two prophets came out of the West to save New York. Prophet Dowie had small success, and stodgy and prosaic Prophet William A. Wirt did only a little better by himself. He tried to introduce the platoon school into New York. Alice Barrows caught the educational significance and philosophy behind the administrative façade of the balanced work-study-play elementary plan and read, we are afraid, much deeper philosophy into the scheme than Mr. Wirt really meant. In the New York for-and-against-Wirt struggle, she became secretary of the Gary School League, later the National Platoon School Association, and she campaigned relentlessly for the new education. With her tremendous ability and power of concentration she lived, breathed, ate and slept work-study-play.

In 1918 Henry Suzzallo advised her to accept the position of specialist in school plant with the U. S. Office of Education and here she stayed until August 1942. Only a few of her many achievements in this job can be listed here. She brought the school plant from a lowly and neglected status to a place where it is rightly considered a vital part of educational environment. She organized and directed the National Advisory Council on School Building Problems and her success in making men work for things in which she believed was almost uncanny. She thought and acted like a man and was always willing to carry her share of the burden. Three U. S. commissioners of education owe their initial success and orientation to her smoothing of unfamiliar ways. Men instinctively liked her, even those who secretly felt that a woman should not be too much of a leader. She had the ability of stepping before completely prejudiced male audiences and emerging an hour later with cheers and promises of support.

In addition to other gifts, Miss Barrows has no superior as a cook. Her savory duck, delicate chowders and perfect onion soups have brought tears of gratitude to the eyes of southern gastronomical experts.

In resigning from the Office of Education, Alice Barrows said, “I want to do work more directly connected with the war effort than is possible in my present position. I feel that the most important thing in the world today is to win this war. My family helped to win our first war for independence and freedom. I intend to do everything I can to help win this present war for the preservation of that freedom.” She has made her choice and we wish her well, but her resignation is a distinct loss to education and to the federal government. Women like Alice Barrows should be drafted by the government for work commensurate with their unusual abilities.

*The Editor*

IN AN attempt to discover what recreational activities Detroit children like, a study has been made to learn how general the participation in activities of various types is and what fluctuations in participation occur in a span of grades that includes all classes from 3B through 12A.

To develop an age or grade scale of children's interests it is necessary to begin with a preliminary group of interests. One must have as complete a list as possible of the activities that children are believed to like. Then, the grade placement of each of these activities must be determined.

Our first step involved a survey of the interests of children in seven Detroit elementary schools in December 1937. Data were collected from several thousand children in grades 3B through 6B. Each of these children was asked to list the thing he liked to do best "outside of school." From these data it was found that not only was the same activity listed by many different pupils but that many of the same activities were listed in a series of different grades.

The activities listed with greatest frequency were selected for a check sheet. This list of interests was divided into groups of related activities, *i.e.* outdoor games, indoor games, sports, riding activities, hobbies and other spare-time activities.

Strange as it may seem, some children listed work they did at home as something they liked to do. Because it was felt that such items might add to the picture of the life of the child outside the schoolroom, the seventh group of activities on the list was built of "work" activities. The complete list contained 70 interests or activities.

The second step, the grade placement of each of these activities, was made possible through the cooperation of the Character Study Club of Detroit. During the fall months of 1939, the teacher members of this club had the boys and girls in their schools check this interest list. All



## *What Pupils Do* AFTER SCHOOL

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grades from 3B through 12A were represented, with the exception of 10B and twelfth grade boys.

Each boy or girl was asked to check all the activities in each of the seven groups in which he had taken part since the opening of school in September. In addition, he was asked to include his other activities not named on the list. From these additions the validity of the list was checked and new material for the expansion of the list was obtained.

The papers for each half grade were divided into subgroups for purposes of analysis. Each half grade was divided first into boy and girl groups. It was planned to divide each of these into over-age, at-age<sup>1</sup> and under-age groups, each of which in turn was to be divided into bright,

average and dull intelligence groups, known in Detroit as AB, C and DE intelligence letter rating groups.

In this way tabulations were to have been made in each half grade for a total of 18 subgroups. However, the relatively small number of cases in these various subgroups made it impractical to compare minute discrepancies in the percentages of each group indicating a given interest. The study was consequently limited to consolidations by sex groups for each half grade. The number of cases tabulated includes 698 boys and 973 girls, or a total of 1671. These consolidations were translated into percentages.

Charting the percentages of participation of any one of these activities for the entire span of grades used in the study on graphs revealed, first of all, that the A and B grade groups seemed to be significantly different in character.<sup>2</sup> The B grade groups have been used throughout

<sup>1</sup> "At-age" is defined as those pupils who were between 5.0 and 6.0 years when they entered the 1B grade and who made regular progress through the grades so that they were between 12.5 and 13.5 years on entering the 8A grade.

<sup>2</sup> These same tendencies are reported in the "Age-Grade-Progress Reports" of the Department of Research, Board of Education, Detroit.





this study because they include the larger number of cases. It was also found that when the graph of the A grades of an activity was superimposed over the graph of the B grades of the same activity, the average amount of variation between the two groups was usually less than 5 per cent. The addition of more data will probably decrease the amount of variation (graph 1).

Graphs of the percentage participating in various interests for a series of grades also reveal at least three definite grade-span patterns (graph 2). The peak of participation for some interests is reached in the third and fourth grades and continues to decrease from then on so that by the twelfth grade there is little or no participation (extinction). Some interests continue on a plateau through this entire span of grades. Interest in listening to the radio and going to the movies remains almost unchanged from the third through the twelfth grade and probably continues beyond the high school level. Activities in which interest has not yet begun to wane and in which participation is increasing from grade to grade give the "increasing" pattern.

Participation in all activities does not begin as early as the third grade. Girls' interest in clubs, for example, begins in the tenth grade and probably continues to increase in frequency beyond the twelfth grade.

Two scales, one for girls and one for boys, have been constructed from these data by arranging interests in order of decreasing length of the grade span and the degree of participation in each half grade. In this way, activities that are sex linked can be identified because they appear in one scale only. Participation of more than 50 per cent in an activity was considered to be significant. On these scales only that portion of participation that is 50 per cent or more is recorded.

When several activities have the same grade span they have been arranged in order of the grade in which the greatest percentage of participation occurred. Thus, scale 1 for girls begins with ride a pony and ride a horse, which have a participation of more than 50 per cent in the third and fourth grades.

One of the first reactions that teachers in the intermediate and high school grades received from the check sheet was unfavorable pupil comment on the activities that are at the beginning of these scales. Younger boys and girls were not bothered by the inclusion of activities on the check sheet in which they had not yet become interested, but older boys and girls were highly amused to find activities on the list in which they had not participated since their early elementary school days. This suggests that it might be well to divide each scale into two

forms, an elementary and a secondary grade form, before it is given again.

Many of the activities have grade spans longer than the span included in this survey. Little variation from grade to grade is found in the plateau interests. Listening to the radio, reading books and going to the movies, in addition to being plateau interests, have almost universal interest in this grade span and probably continue to be popular with the average Mr. and Mrs. Detroiters whatever the age.

The play activities listed at the beginning of the scales occur in the elementary grades only and are replaced in the intermediate and high school grades by sports activities. Not only have the play activities the shortest grade spans, but the majority have reached their peak participation by the fourth grade and are below 50 per cent in the sixth and seventh grades.

Tracing various activities through their grade spans reveals many things. For example, more girls than boys go to church and Sunday school. Boys also lose interest in Sunday school before girls do, although less than 50 per cent of the girls are still going to Sunday school after the eighth grade. The variations in the percentages of both girls and boys from grade to grade suggest that other factors than age may be responsible for these variations. Sociological factors may also be contributing to the interest in church and Sunday school.

The social instinct seems to be stronger in girls than in boys. Both boys and girls enjoy going visiting until the ninth grade, although greater numbers of girls enjoy visiting. Also, girls continue to enjoy visiting after the ninth grade. In fact, the peak participation for girls occurs in the tenth grade, while boys have lost interest by this time. Girls are always interested in going to parties, while an appreciable number of boys lose interest in grades six through nine. The absence of tenth and twelfth grade data for boys makes

## ACTIVITIES CONTAINED IN CHECK LIST

### A—OUTDOOR GAMES

Tag  
Hide and seek  
Jacks  
Hopscotch  
Jump rope  
Marbles  
Croquet  
Cowboy  
Cops and robbers  
Tennis  
Baseball  
Soccer  
Golf

### B—INDOOR GAMES

Old maid  
Bingo  
Jigsaw puzzles  
Checkers  
Dominoes  
Chess  
Ping-pong  
Monopoly  
Card games

### C—SPORTS

Swimming  
Skating  
Football  
Basketball  
Fishing  
Handball  
Boxing  
Hockey  
Hunting  
Skiing

### D—RIDING

Ride a kiddie car  
Ride a pony  
Ride a soap box  
Ride a bicycle  
Ride a horse  
Drive a car

### E—HOBBIES

Sew  
Knit  
Crochet  
Take pictures  
Carve  
Collect stamps  
Make airplanes  
Draw  
Play musical instrument

### F—OTHER SPARE TIME ACTIVITIES

Play with animals  
Play house  
Play with toys  
Read newspapers and magazines  
Read books  
Listen to radio  
Attend concerts  
Dance  
Go to movies  
Go to parties  
Go to club meetings  
Go to church  
Go to Sunday school  
Go visiting

### G—WORK

Wash dishes  
Mending  
Sell papers  
Run errands  
Cooking  
Make beds  
Take out ashes  
Go shopping  
Cut the grass

the increase in the eleventh grade speculative.

Dancing and going to clubs are social habits much more prevalent with girls than with boys. In the eleventh grade only do more than 50 per cent of the boys manifest an interest in dancing, and nowhere in the grade span used does boys' interest in clubs reach 50 per cent. Girls become increasingly more interested in dancing with age and after the tenth grade also go to clubs in increasing numbers.

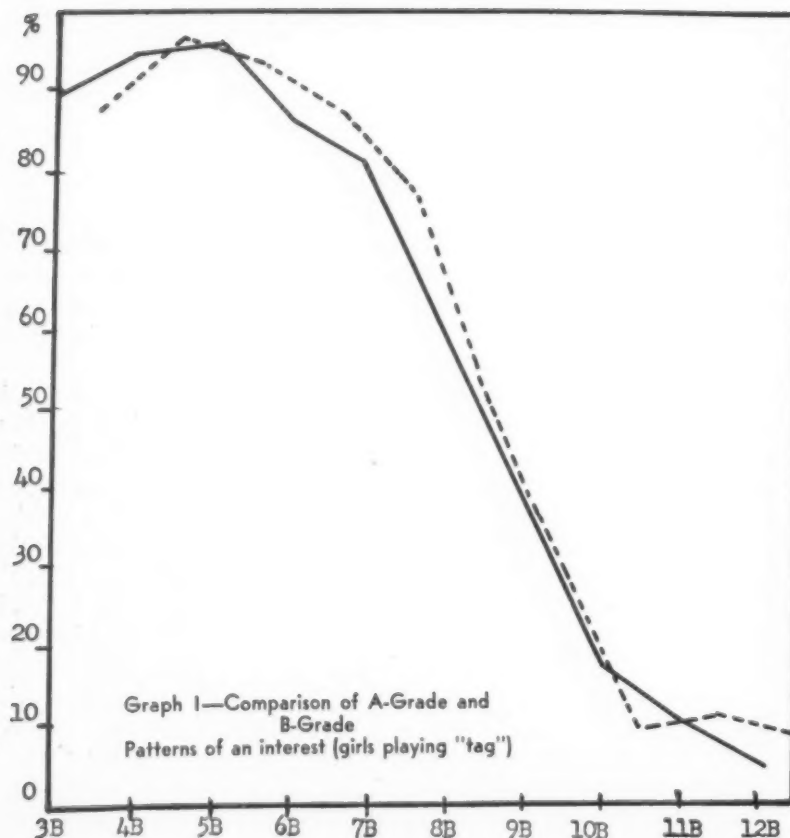
One peculiarity of sports is that, while some sports are definitely boys' sports and some are common to both boys and girls, no sport on the check list was definitely a girls' sport. Boxing and handball are participated in by great numbers of elementary and intermediate boys, although probably the third and fourth grade boy means something different by boxing and handball than the ninth grade boy means. This is probably true of most of the sports checked by boys in the elementary grades.

Girls apparently do not imitate sports in their younger years to the extent that boys do; consequently, we do not find baseball and basketball appearing until the seventh and eighth grades when girls are actually participating in real games. The same is true of tennis.

Of the nine hobbies listed on the check sheet, only four had any general participation. Drawing is popular with both boys and girls in grades three through nine. Third grade boys like to carve things. The only other hobby generally popular with boys is making airplanes. More than 70 per cent of the boys in all grades from three through nine make airplanes. Sewing was the only other hobby checked by 50 per cent or more of the girls. This interest remains prominent through all grades.

The items on work activities have not been included in these scales because, for the most part, they are compulsion activities rather than choice activities and do not represent interest. The data indicate, however, that greater numbers of girls than of boys do chores about the home. Running errands seems to have more universal participation than any other work activity of the boys. The majority of the girls have to wash dishes, although it is a task that more

## PATTERNS OF INTEREST



than 50 per cent of the boys seem to have to do also.

The reliability of the items used in the list can best be judged by the fact that, while some activities were added by individuals, in no case were the activities popular with the group and in most cases were overlappings of activities already included. However, riding a kiddie car was an outworn experience for the majority of third grade children and should be excluded from the list.

Too, there might be some merit in distinguishing between seeing sports and participating in sports.

These scales may be used by the teacher as norms with which to compare the participation of her class in any activities. Also, she can determine from them what activities she can expect to be popular in the grade she is teaching. Interest in activities in the decreasing classification will be of greatest concern to the teacher in her remedial work. Also, the number of these decreasing or extinct activities in which a child shows interest will enter the picture.

The summarization of the interests of the individual child is a difficult problem and perhaps not possible from these scales alone. These activities need to be related to various other characteristics of the child before either an interest score or a classification can be arrived at. However, remedial work or at least a diagnosis of the individual child can be made from the prepared scales.

The study may best be summarized with the following statements:

1. Participation in activities follows a regular pattern through a long series of grades.

2. Interests usually follow one of three patterns, which may be increasing, plateau or extinction.

3. The prepared scales give a grade-placement for each of the activities included in the interest check list.

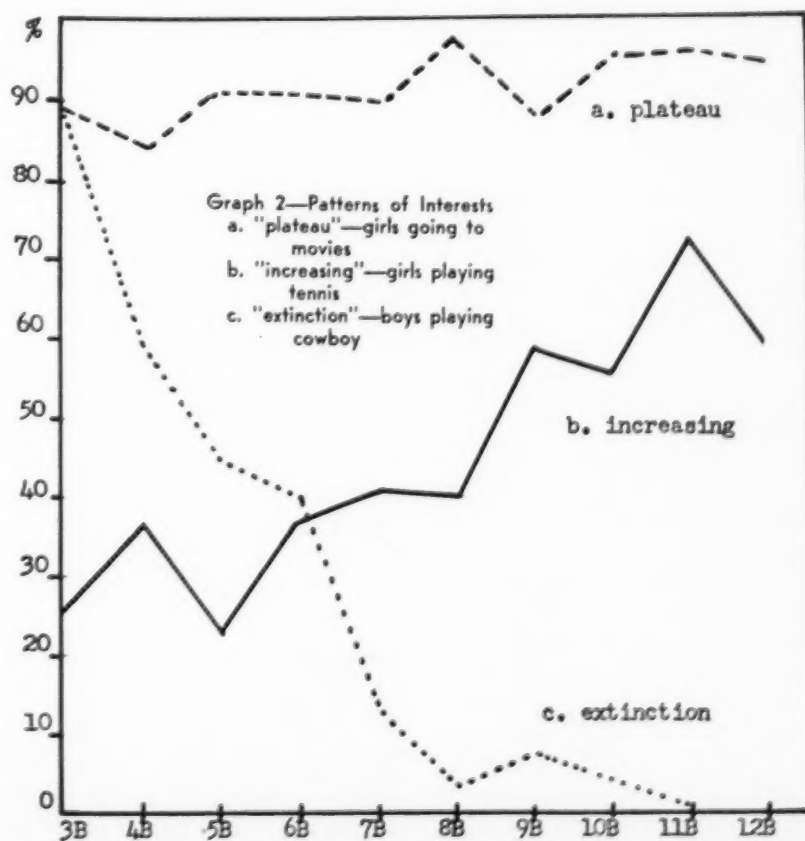
4. These scales (or norms), while still in need of additional refinement by addition of data, can be used by the teacher for diagnostic and remedial work.

5. The variation in the type of activity in which interest is manifested varies enough from elementary grades to high school to warrant two lists of activities, one for elementary and one for secondary school pupils.

## PERCENTAGES OF PARTICIPATION—GIRLS

BEGINNING GRADE:	3B	4B	5B	6B	7B	8B	9B	10B	11B	12B
Ride a pony	53.0	68.2								
Play house	97.0	89.4	62.0	65.3						
Play with toys	93.9	86.4	56.3	58.7						
Play jacks	53.0	66.7	39.4	52.0						
Draw	80.3	90.4	81.7	74.7	55.7					
Jump rope	75.8	90.9	71.8	72.0	62.9					
Play hopscotch	72.7	92.4	64.8	58.7	51.4					
Play old maid	60.6	71.2	59.2	69.3	57.1					
Play tag	89.4	93.9	95.8	85.3	80.0	58.2				
Play hide and seek	81.8	98.5	84.5	74.7	70.0	51.5				
Go to Sunday school	80.3	80.3	66.2	74.7	70.0	52.2				
Play with animals	71.2	65.2	56.3	64.0	60.0	49.3	75.0			
Play bingo	63.6	77.3	59.2	66.7	61.4	59.7	50.0	63.3		
Listen to the radio	95.4	97.0	97.2	80.0	92.9	97.8	96.9	97.5	97.8	95.6
Read books	92.4	97.0	90.1	92.0	90.0	95.5	93.8	94.9	87.0	83.7
Go to the movies	89.4	83.3	90.1	90.7	88.6	97.8	87.5	94.9	96.0	94.6
Go visiting	87.9	80.3	87.3	89.3	87.1	88.1	90.6	93.7	82.0	66.3
Play cards	80.3	87.9	80.3	78.7	80.0	91.8	56.2	78.5	81.7	72.8
Go to church	75.8	87.9	81.7	78.7	74.3	69.4	81.2	77.2	79.1	67.4
Sew	74.2	92.4	69.0	73.3	65.7	62.7	71.9	74.7	53.0	64.1
Play checkers	72.7	81.8	73.2	74.7	70.0	78.4	71.9	64.6	57.2	63.0
Read newspapers	71.2	84.8	76.1	85.3	91.4	88.1	87.0	96.2	89.6	93.5
Skate	68.2	87.9	85.9	93.3	81.4	85.8	84.4	76.0	77.3	65.2
Ride a bicycle	66.7	80.3	83.1	85.3	82.9	82.8	81.2	86.1	82.0	73.8
Go to parties	65.2	84.8	59.2	70.7	70.0	70.9	90.6	84.8	81.3	67.4
Go swimming	54.6	68.2	56.3	65.3	58.6	82.8	90.6	46.8	65.5	55.4
Dance	53.0	62.1	53.5	62.7	68.6	72.4	84.4	81.0	86.3	79.4
Jigsaw puzzles		72.7	52.1	49.3	51.4	55.2	53.1	50.6		
Play baseball					50.0	76.9	75.0	74.7	72.3	
Play basketball						66.4	75.0	70.9	56.8	50.0
Play tennis							59.4	55.7	72.3	57.6
Play ping-pong								64.6	73.0	50.0
Go to clubs								55.7	55.0	68.5

## PATTERNS OF INTEREST





# *It's Sound Economy to Teach*

## BETTER READING

**T**ODAY we must make every dollar count in our all-out offensive against world aggression. This is true whether we purchase tanks, guns, planes, food or education. The public schools have one rich field of endeavor in which investment returns may be greatly enhanced.

Pupils by the scores of thousands in American elementary and secondary schools are pathetically retarded in reading, learning's essential tool. Some of these pupils are congenitally dull; their retardation is to be expected. However, the burning tragedy is that most of these blighted boys and girls are mentally normal or superior.

Go to almost any school in the land, large or small, famous or obscure, and we find mature pupils stumbling along at primary levels in their oral and silent reading while they possess the native ability to read effectively at levels from one to five grades higher.

The financial loss resulting from this situation assumes startling proportions. It dwarfs into penny pinching all of the commendable economies gained by our efficient school business departments. No one will question the fact that it costs much more to educate, even poorly, the child who does not read well than it does the child who reads understandingly.

The poor reader, for example, is grievously handicapped in solving an arithmetic problem. Unaided, he cannot assemble the essential facts for the solution. Spelling, social studies, science and other lessons suffer in a like manner. He lacks the independence that he would enjoy if he could read commensurately with

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his capacity to think. Moreover, the ugly specter of inefficient reading habits will continue to haunt him in high school when, despite his good mind, he will futilely attempt to master algebra, history and chemistry. Here, the costliness of his education to the taxpayer mounts still higher in proportion to what he learns.

The child who reads far below his innate capacity suffers emotionally. He is keenly aware of his shortcomings and often seeks the approval of his fellows by unsocial acts. Such a pupil absorbs much more than his share of teacher energy and often handicaps the progress of the whole class, to say nothing of the disturbances he may promote in the halls or on the school grounds. Such friction is a costly waste of the financial investment that the school makes.

Let us look at school costs in relation to reading from another point of view. Since the largest single operating item is teachers' salaries, there would seemingly be an advantage in having classes of maximum size. Per pupil cost appears to decrease as the class increases in number. Actually, however, a large class is economical only when its pupils enjoy the independence that skillful

reading gives them. Reading deficiency has a limiting influence upon class size. The degree to which reading retardation restricts the class size measures the extent of financial loss that the school suffers.

There is no need to pursue this vein any farther. It is obvious that any child who is seriously retarded in reading is an educational liability, and educational liabilities are costly. What most of us have questioned is the contention that there are so many children in the public schools of the United States whose current reading achievement is far below their innate capacity to read. We also have been skeptical about the assertion that almost every school in the country has its share of such pupils.

I, too, would have been a doubter had it not been for an enlightening experience, one that is still in the process. It came, incidentally, in my capacity as principal while assisting a staff of teachers in vitalizing a program of reading instruction in a large city elementary school, with a highly mobile population.

Several years ago, the weekly turnover grew so large that it became imperative to set up a program for the quick adjustment of a steady stream of new arrivals to a happy working relationship within the school.

One of the important steps in this process proved to be the immediate measuring of each new pupil's achievement in reading, as compared with his innate capacity to read. The teachers used a standardized reading achievement test and compared the scores with a standardized pictorial, nonverbal reading capacity test.



Amazingly, during the course of nearly five years, the school has found literally hundreds of children whose current reading achievement at the time was far below their innate ability to read. These children came from every county in California and from nearly every state in the Union. Thus, without attempting a research study but in a day by day classroom procedure, this group of teachers has taken a fairly reliable random sampling of the reading accomplishments of America's boys and girls. Their findings indicate that it is indeed a rare school community that does not have its quota of pupils who are reading below the level at which nature endowed them.

Such a harsh statement is not a sweeping indictment of our public school system. It does not imply gross inefficiency or lack of sincere effort on the part of administrators and teachers. On the other hand, analysis will show that the stress of the past decade has created new conditions for the children of America so rapidly and on such a widespread scale that the school has not yet had time to learn and apply the remedy.

It is also true that not until recently has any appreciable number of principals and teachers been aware that most retarded readers are not mentally dull. In fact, most children who read poorly, even though bright, assume themselves to be "dumb," as they express it. Their parents and other relatives concur in this belief. A poor reader is traditionally considered a stupid child.

What can be done about this costly waste in school administration, resulting from large numbers of children reading below their potential level of achievement? Fortunately a rapidly growing body of information in books and periodicals, based on widespread practical experience, has made its appearance in the last four or five years. Also, conferences in reading, led by outstanding authorities in the field, are now being held in every section of the country.

The first job is to make teachers in every segment, from the primary grades through high school, at least aware of the need for teaching reading by the best known methods. Even the teacher of algebra, U. S. history or physics can and should teach reading to those within his

class needing help. He will be well repaid for his efforts.

The second job is to identify the reader who is retarded in terms of his native ability. This can be done, subjectively, by the keen observation of an alert teacher. However, a standardized reading achievement test, coupled with a good standardized capacity test, is a timesaver for the busy teacher. The commonly used group intelligence tests, which involve reading, are of little value for this purpose.

Then, the classes should be so organized that the innately capable but retarded pupils may have special attention. An interested, in-service trained teacher can give specific instruction that will set pupils on the right road to efficient reading. Besides, he can inspire teachers in specialized fields to lend their assistance to the program of better reading.

Several important principles must be observed in an effective program to overcome reading retardation. Above all, reading materials, interesting in content and fitted comfortably to the reading level of each child, are imperative. A well-selected list of readers and story books will cost no more than one that is poorly adapted to the children. If 40 books are to be purchased for a class, it is infinitely better to buy 40 different books with varying levels of difficulty and with a variety of subject-matter appeal than to obtain all of the same title.

Another significant admonition is to put the child at emotional ease. Convince him that he is not "dumb" and that it is possible, with his cooperation, for him to read well.

Delve into other worries that may be blocking his progress. This may necessitate a home visit or the parents' coming to the school. Let them catch a glimpse of the school's enthusiasm for their child. Urge them to silence the brothers and sisters, aunts and uncles or even the neighbors who are cruelly taunting him for his seeming stupidity. Don't be afraid of parents. They will come

more than half way with a little encouragement.

Help the child to solve any difficulties that he is having with other children. How can he focus attention on the intricate process of reading if the threat of the gang waiting for him in the alley is constantly flitting into his conscious mind?

Look out for physical handicaps. He may be undernourished and lack the push to carry him through the school day. Perhaps he goes to bed too late and even then it may be difficult to go to sleep. Radio serials and western movie thrillers won't let him relax. Naturally, he's irritable and restless. Perhaps he suffers from poor vision and his weary eyes cannot follow the printed page. Something can be done about all these handicaps when the school furnishes enthusiastic leadership. It is not difficult to enlist the support of parents and community agencies if they are made aware of the needs.

Above all, the teacher must utilize the most skillful technics for teaching reading and adapt them to each child. The child may not have mastered many of the primary skills in reading when he was in the first, second or third grades. Closely consecutive illnesses, frequent moving, family friction, all entirely beyond the influence of the teacher, may have intervened to prevent normal learning. These basic skills cannot be omitted. They must be learned even if the child is in the fourth, fifth, sixth or higher grades.

When the pupil has mastered the primary skills, his reading instruction from that point on must not be neglected. He must be taught how to enlarge his vocabulary, how to seek the central thought in a paragraph or chapter, how to outline, how to read directions understandingly and other more advanced skills.

An emphasis on reading instruction will stimulate all school learning and literally save millions in school operating costs because efficient readers are more efficient learners.

The time has come when it is our patriotic duty to conserve all of our nation's resources. Why not look to a vigorous reading program as a fertile field for measures of economy—an economy that will meet with no dissenters among pupils or public?



# WAR SALARIES

NO LESS from labor unions, municipal, state and federal employes and the vast body of inarticulate white collar salaried workers than from the well-knit and articulate group of educational employes, there has come the constant and clarion call to governing and employing bodies to adjust salaries to the increased cost of living.

Objective data from the Bureau of Labor Statistics have substantiated the fact well known to the consumer in front of the counter that the cost of living rose by leaps and bounds during the past year with the end not yet in sight as far as certain consumer goods are concerned.

The tendency to adjust salaries of teachers and nonprofessional salaried workers to changes in the cost of living has been on the increase in the past few years. Such a tendency has been reasonable from the viewpoint of equity in that it has maintained the relative position of salaried workers to bargain for an equitable share of the goods and services available for consumption, whether or not this has meant lowering or increasing salaries. Such has been the common acceptance of the reasonableness of salary adjustments to the cost of living that it, like many other practices, has been carried over from peace to war times.

Thus, the American Association of School Administrators, in convention assembled at San Francisco last February, resolved that "the association urges boards of education to make salary adjustments in line with increased living costs."

This resolution epitomizes the apparent unwillingness of the profession to share in the reduction of the high standard of living enjoyed by Americans for years past, in order that we might make secure our way of life, which at this period is gravely threatened.

☆ *Can educational employes afford the luxury of war-time salary adjustments that widen unpopular inflationary gap?*

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Action based upon such a resolution, appropriate to peace times, can be but one of the contributing factors in our national scene which, if carried to its logical ultimate conclusion, can only lead to inflation, which is simply another way of effecting a decreased standard of living. For salary policy during peace is diametrically opposed to that in war time. In peace, salary policy is concerned with increasing consumption. Its effect in the present war must be to decrease consumption. Thus, what was an accepted equitable provision for a peace economy now becomes a dangerous threat to our present and postwar economy.

Let us examine the economic scene from a common-sense viewpoint and thereby eliminate the obfuscation incurred when we grace our scrutiny with the term "economics." Simply stated, the situation is this: We have democratically decided that we must fight to preserve our democracy. This fight will require that for the present year about 60 per cent of our productive capacity must be used to provide the goods and services necessary to prosecute the war. This percentage may increase to 70 or 80 if the war continues, which means that there will be available less goods and services for civilian consumption. This is another way of saying that we shall have a lower standard

of living as the sacrifice we must make to preserve democracy.

However, there is the same or probably a greater amount of money in the hands of civilians with which to buy the diminished amount of goods and services available to them. This difference between the civilian goods produced and the amount of money available to purchase them has sometimes been referred to as the "inflation gap." It has been variously estimated at from fifteen to thirty billion dollars. As the percentage of goods and services channeled into military uses increases, if it does, this inflation gap will become larger.

Various segments of the civilian population, including the educational profession, have been unwilling to face the necessity of a decreased standard of living. They have begun to compete and bargain for a share of the goods and services available. Each group is determined that it shall maintain the same amount it possessed prior to the war. This, shorn of its verbalisms, is the coldly selfish basis for all of the clamor for increases in salary compatible with the increase in the cost of living. What people do not apparently realize is that the fact that their standard of living will be reduced is an economic imperative.

We must pay for this war now by a lower standard of living, regardless of a monetary system that may apparently defer the costs to the second and third generation. If these decreased goods and services are not effected by one or more of several



possible lines of action they will be achieved automatically by inflation and its consequent disastrous effects upon our economy.

However, the chains of the "business as usual" thinking bind us, whether that business is making airplanes or tanks, growing wheat or corn or teaching children to have a concern for the common welfare. The corporation executive stoutly maintains that he still has his stockholders to think of, even if there is a war. The member of the labor union points with pride to the contract with the company achieved through collective bargaining which provides time and a half for overtime and double time on Sundays and for increases in salary in proportion to increases in the cost of living. The farmer looks back upon the terrible years of deflation and sets his jaw to the determination that he will make up for those lean years while he has the opportunity. And the professional educator looks at the other segments of society, maintaining or improving their relative positions in the economic scale, and joins in the pressure of the various professional groups upon governing boards to the end that salaries shall be kept in line with the rising cost of living.

To bolster the argument, he brings forth data from the U. S. Bureau of Labor Statistics. He points to the fact that taxes have increased, little thinking that to clamor for higher salaries because of increased taxes really means that he wants to pass on to someone else his share of the cost of the fight to preserve democracy. He points to reports of congressional committees revealing huge profits made by corporations engaged in war production. He uses all of these facts to rationalize his position instead of applying the generalization regarding having a genuine concern for the common welfare.

It may well be asked how the generalization may be applied in connection with a war policy on teachers' salaries. We are witnessing a national tug-of-war among various groups, none of which is willing to make the first step toward preventing an inflationary spiral that is contrary to the common welfare.

Instead of participating in the selfish scramble, the educational profes-

sion should clarify the economic issues involved, unpopular though it may be with some teachers and, by dynamic leadership, lead the way in a free, collective demonstration of the will to sacrifice.

For who can tell the far-reaching effects resulting from hundreds and thousands of teaching groups all over the nation discussing the issues involved and then, as free men and women, democratically deciding to urge that their salaries not be increased because they are willing to make their share of the sacrifice of

a diminished standard of living required for our national effort and because they know that salary increases now would only contribute to ultimate inflation, which is contrary to the common good!

Might not such a course of action promote education for years to come when it may be again under attack, since many will remember that the teaching profession led the way in a crisis and demonstrated that it had that genuine concern for the common welfare that is essential to the democratic way of life?

## *Emphasis on the Individual*

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THE opening paragraph of the Declaration of Independence contains this phrase: "We hold these truths to be self-evident, that all men are created equal. . . ."

The phrase expressed the point of view of the great revolutionary trio, Paine, Franklin and Jefferson. It is accepted as the very basis of our democratic society. Together with the other truths in that same document it serves as a guiding principle in the lives of free men. It is held in such high regard that we cannot soil its purity by using it. We have clothed it in god-like raiment and placed it on the high altar. We have surrounded it with majesty and mystery. We have acclaimed it with a loud noise, with the beating of drums and the clashing of cymbals. We have gone about our daily work with the smug feeling of satisfaction that we have done all that was necessary.

Educationally, we have interpreted the phrases of the Declaration to mean equality of educational opportunity for each person. We have made the state responsible for its establishment and maintenance. The means that we have used in making the interpretation workable have fallen far short of fulfilling the implied purposes.

By providing tuition-free public elementary and secondary schools and institutions of higher education,

supported by local and state taxation; by setting up a program of education that we conceived to be necessary, and by insisting that our children attend these schools we have felt that our task has been well done. In our pride in our organization for education we have lost sight of the most important element in the whole scheme—the individual to be educated. We have assumed that in educating the mass of society we would benefit the individual. We know now that only by the education of the individual can the mass of society be brought to a higher plane of intelligence.

In a democracy the individual is paramount. It is only on a basis of his rights, needs and abilities that a democratic system of education can exist. Education under any system of government for a society whose philosophy is distinctly Jeffersonian must: "(1) be democratic in organization and administration; (2) be flexible in meeting individual differences and changing conditions; (3) provide for social self-realization for all and the means by which it may be attained; (4) be supported by local, state and federal funds, and (5) leave control close to the people."\*

\*Blake, W. D., and Pittenger, A. O.: The National Government in Education, Unpublished study under the direction of Dr. W. W. Carpenter, University of Missouri, 1941, p. 50.

# *Education in America Must Stand* *The TEST of WAR*

WHILE critics claim that modern collegiate instruction fails to train students to meet the urgent needs of today and while pessimists believe that the college is doomed to disintegration in the present crisis, industry, government and the military services place increasing emphasis on the importance of higher education. The timid self-consciousness of many professional leaders should not cloud the fact that the work of the colleges is widely accepted as important to the winning of the war and as essential to the reconstruction period after the war. No activity rooted in popular appreciation and enlisted vitally in the nation's service will die, even in the privations of war time.

In the early days of the emergency, educators were fearful that colleges would be lost sight of in the confusion of getting ready for war. They had memories of the dislocations, disappointments and crises of the first World War. They feared that, while the American people have always believed in the importance of college education, the dramatic urgency of the times might shut the long-range program from view.

Now, after several months of combat and less than two years of preparation for war, we find that support of the college is written into the military policy of the government, has been emphasized by the President and his advisers and is encouraged by industry and business.

All branches of the armed services are looking to the campuses of the nation to supply a large proportion of the nation's officer material. Further, they expect the colleges to provide many different kinds of technicians, from communications to aeronautics.

Universities are supplying the government with specialists in many departments of war-related civilian work. The college trained engineers of the country are an important part of the factory front. The research laboratories of the colleges and uni-

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versities are continuing their great work and, when the story of the war is finally told, the place of the research laboratory in the outcome of the war will be an important chapter. We know that the radio detection of airplanes has had a bearing upon preserving the life of England and may be important in the saving of lives in our own country, a single instance of what campus research has made possible.

Evidence of the recognition by the federal government of the general importance of college training may be found in the 19 fields of study listed by the Selective Service as qualifying individuals for consideration for deferment from induction into the armed services until the essential training is completed. Through the enlisted reserve provisions of the Army, Navy and Marine Corps, it is possible for the successful student of good physical qualifications to complete his college work so that he may be of more value to the military services.

In the great premium that today is placed upon the leadership that is nourished by the university, it is significant that the military, the governmental and the industrial fronts continue to emphasize the fact that they are not interested in a mere professionalism alone. It is true that the trend of the times is to encourage young people to major in the vital activities related to war work—nursing, science, engineering, pharmacy, medicine—but in this emphasis upon vocationalism and professionalism everywhere it is evident that general literacy and balanced, intellectual achievement are qualities equally important to technical training.

Encouragement of the kind that colleges have received in the last year and a half should not make for professional complacency. The popular support previously described is not a

tribute to ideal efficiency; it is a recognition that what we have is important and there is nothing better. To continue to merit the national acceptance that higher education now has, institutions must be constantly alert to changing needs and demands. Survival in a time of cataclysm requires resilience and flexibility, even while we hold to the strength of old foundations.

Acceptance of this premise will help us destroy the aloofness that institutions too often have shown to the communities that nourish them. A willingness to accept usefulness as something more than a synonym for vocationalism in measuring the outcomes of higher education will make room for both the cultural and professional aspects of university education, a reconciliation that must come about if we are to move out of the ivory towers on the one side and avoid the shabby veneer of an artificial progressivism on the other.

The university will have many trials in this war, but it may be confident as to its future. Paul V. McNutt has stated the issue thus:

"It is more than conceivable that some of the institutions, universities, colleges or associations . . . may in the years of war suffer eclipse. Others will gain in importance. But the issue today is not how to save oneself. The issue is how to save America. America can well spare those who cannot or will not serve."

While we look to the new job at hand, we gain some satisfaction from the way the student of yesterday is meeting his test by fire and blood. Just a little while ago oldsters who did not understand young people or the psychology of the times were led to believe that modern youth was soft and selfish and, if not unpatriotic, at least indifferent to responsibilities of civic duty.

As the record of individual heroic achievement daily comes to us, as the millions of young people take their war posts in civilian and military life, meeting their tasks with poise, calmness, courage and efficiency, we know that the captious critics of other days are forever silenced. Universities and schools of the country can be proud that they have had a part in the training of the generation that in this hour is successfully meeting its test and that of the nation.



When it comes to "pre-flight" instruction—

# A LITTLE LEARNING

## *is a dangerous thing*

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THE subject of aviation is to be offered in the high school in which I teach. While this innovation will undoubtedly be unique in the city of Salem it will be equally unique in many other Massachusetts cities. It has been a long time coming, and I am not sure that I like the way in which it is coming.

In the summer of 1929 I attended New York University and took the first summer course for teachers of ground school subjects offered in that institution. In June of the first summer of the war in Europe I wrote to the United States Commissioner of Education in reference to aviation in the schools. The summer before last I offered my services as a ground school teacher to the Massachusetts commissioner of education. I am not a pilot and my references were shunted to the department of vocational education.

Now, apparently, under the auspices of the U. S. Office of Education and the State Department, aviation is to be offered in many of our high schools this year. What do they mean by aviation? If a classical study from a textbook is in the agenda, all well and good. A great deal of science and mathematics may be taught around the airplane and, perhaps, in a way that may make these tedious subjects glamorous and interesting for a time. But pupils will not thereby learn what we usually mean by the term aviation.

Is the purpose behind this movement the teaching of ground school subjects in the high school? By ground school subjects I mean aerodynamics, aircraft engine theory, aerial navigation, Civil Aeronautics Authority rules and regulations, aircraft instruments and safety devices and meteorology. If practical ground

school instruction is the intention, one wonders where teachers will obtain the requisite training. There are university extension courses, hastily organized summer courses and correspondence courses for teachers.

However, if many teachers are to be trained in two months to handle an entirely new subject and pressed into service by an educational setup in which eagerness to do something spectacular in the war effort is taking the place of a mature analysis, I hope that no alchemy of official action will cause the ground school course given in the secondary school to be accepted as *bona fide* at flying schools. Should this be the case I would not care to be a party to any such suicide pact. A pupil whose plane goes into a tail spin at 2000 feet does not have time to study the next lesson in the course.

I am aware that automobile factories are turning out airplanes on a mass basis, but everyone is not going to fly in the postwar era. In fact, few of us will fly, for the simple reason that safe flying cannot be learned in six easy lessons. Until the trend of education becomes such that some measure of discipline and self-reliance is taught to people of the "teen" age, civilian flying will stay about as it is.

To argue that because we shall have a lot of airplanes on our hands we must teach everybody to fly is about as sensible as to assume that if we have a lot of beer we must teach more people to drink. Both are heady and both are dangerous.

Airplane theory and theory of flight make excellent mediums for teaching the subject of physics—but

why call it aviation? Both mathematics and physics are prerequisite to an intelligent understanding of aeronautical subjects. In fact, dispatchers, radiomen and technicians will find English highly important. Transport pilots will have to know geography. Designers must understand mechanical drawing and art. Craftsmen will find shop training an essential prerequisite. One could go on and correlate many other high school subjects to aviation.

I believe that aviation can be approached in the technical high school where equipment is available and the instructors are specialists along technical lines. It is possible that government sponsored technical high schools would be beneficial to the nation. But I think that it is a mistake to assume that each and every pupil, girl or boy, who elects aviation will find either the romance or the value that are automatically assumed.

If the directors of education feel that the time has come when the importance of aviation and its encroachment upon our everyday living have become such that we should study its terminology, its basic principles and correlated technicalities, I suppose the advent of aviation in the public secondary schools should arouse no greater furore than the subject of economics which, in a way, has been a dangerous subject. Just as the average high school graduate who has taken a course in economics in his senior year will have but a superficial grasp of the subject, the high school veteran of the course in aviation will have dealt only in generalities. It has been my experience that the more one deals in generalities the less able he is to do anything that is worth while.



Of course, I should remember that but a short while ago we were all for educating young people to prepare them for days of leisure which we felt would be their heritage in this democracy. Following that supposition came the formation of public opinion in the interest of peace through organized education.

Conspicuous among the highlights of this campaign were the movements to eliminate the "Battle Hymn of the Republic," substitute a simple and more peaceful tune for the national anthem and replace the eagle

atop the flag staff with the turkey, which, because of its gastronomic possibilities, was deemed more fitting to represent our national nature than was a relentless bird of prey.

The policy of education for leisure and the policy of education to preserve the peace by refusing to have anything to do with war have been proved to be unrealistic thinking. Today we have neither peace nor leisure. Men who have been so sadly "off the beam" twice may be right the third time but the out-givings of the federal educational authority

have not, in the light of history, been conducive to confidence.

The teaching of so-called aviation in the schools may be beneficial. It may turn out to be a passing fad. It may injure the growth of aviation in America. Much depends upon how it is handled.

Perhaps we may draw our first lesson from the heavier-than-air craft itself. It cannot take off unless it has sufficient momentum in the proper medium, and a "dead stick" landing is likely to end in catastrophe.

## Wanted: HEALTH + HARDNESS

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PHYSICAL fitness, like Rip Van Winkle, sleeps for twenty years, then is aroused. We heard a great deal about physical fitness during and after the first World War. Now, again, it is on the tongue of everyone. Many hope that it will eventually reach the internal organs!

The term "physical fitness" has as many connotations as there are people who use the phrase. To most of us, it immediately brings forth the picture of men laboring through calisthenic drills. To others, it presents the lithe athlete with muscles rippling and perspiration dripping. To former military men and to many former campers, it recalls a barking voice, too early in the morning, trying to get our blood to flow—too quickly.

To the trained physical educator, it brings fear of reversion to a physical education system that is ineffective, because it is less educational and more regimented than many other activity patterns at his disposal.

In the physician or the public health worker, it inspires a cynical attitude for he knows that the usual connotation means a condition of the body resulting solely from calisthenic drill; he knows that it is a pseudo-physical fitness, for there cannot be physical fitness without total health, physical, mental and emotional.

To military men, it has a distinct connotation of bodily hardness—a body that can "take it" and "give it."

The phrase itself is not too objectionable, but the fact that it cannot be attained by *single* means needs greater recognition and acceptance. Physical fitness is not synonymous with health but it does include health plus that condition of the body that our military friends call hardness. If we consider physical fitness to mean health plus hardness, then the means to achieve it are clearly defined, for we know how to achieve health in the majority of humanity, and we know how to make the body hard.

In order to be physically fit, one must be healthy. To achieve this quality of physical fitness, one must be concerned with his nutrition; his physiologic condition in terms of the proper functioning of the bodily systems, *i.e.* respiration, circulation, digestion, elimination, endocrine glands and nerves; his safety; his relationships with other individuals and groups; his personal habits and attitudes; his knowledge of health and the health of his fellowmen; his use of medical, dental and public health personnel and services. Yes, all of these if he is to be healthy, and more, too! Proper housing, healthful working conditions, effective avoidance of disease, correction of remediable defects, periodic medical examinations, a wholesome philosophy of life, all of these are the price of health.

In addition, one must not overlook exercise and activity of a nature that will result in physical hardness if one wants to be physically fit. No, table tennis won't do it; chess won't do it; club swinging or calisthenics alone won't do it! Vigorous activity and competitive sports are the answer. Football, tumbling, wrestling, boxing, gymnastics, certain mass games, vigorous camping, hard labor will be needed if we want that hard body. But, remember, health is a prerequisite!

Neither the health aspects nor the exercises can be neglected if it is physical fitness that we are after. Yet, many current programs of physical fitness are open to criticism because they emphasize one phase, usually certain types of exercise, and not the health factors that are so vitally involved.

We want physical fitness now; the Army, Navy and Air Corps want it; the people want it. And in their typical American way, they want it in a hurry. But physical fitness, in most cases, cannot be achieved quickly, unless—. If one is healthy, physical hardness may be attained in six or eight weeks of intensive conditioning. If there are factors of health to be improved or corrected, it may take months, it may take years. In some cases it may be impossible ever to achieve an optimum state of health.

We might as well face the facts!

# Ohio Tenure Law has TEETH

EXACTLY one year ago a teachers' tenure statute went into effect in Ohio, adding the Buckeye state to the growing list of commonwealths that protect the tenure of experienced teachers during good behavior. The statute had been enacted by the legislature in May and approved by the governor June 2, 1941.<sup>1</sup>

In common with a great many of the "run of the mine" products of the legislative mills, the statute contained some verbiage that might be classifiable as "bark," not to say "sound and fury"; its "bite" was in the plain proviso that "on or before Sept. 1, 1941, a continuing contract shall be entered into by each board of education with each teacher holding a professional, permanent or life certificate who, at the time of the passage of this act, is completing five or more consecutive years of employment by said board."

Remembering as we do the recent experience of Pennsylvania in the administration of a tenure act which went into effect in a somewhat similar manner in 1937, we shall not be surprised to observe that several litigated cases quickly arose in different parts of Ohio and in school districts of different types, wherein the local authorities held out against the application of the new tenure law in specific instances for various reasons.

Four of these cases were first to reach the state supreme court in a consolidated appeal. They were disposed of uniformly in an opinion by Judge Charles B. Zimmerman which is a model of brevity and clearness and to which no dissenting voice was

## *Four decisions interpret act's intent to aid teachers and uphold their complaints*

M. M. CHAMBERS  
SPECIALIST IN SCHOOL LAW

raised by any other member of the court.<sup>2</sup>

A rural school district in north-eastern Ohio, a village district in the southwestern part of the state, the school district of the city of Elyria and the school district of metropolitan Cleveland were respectively involved as defendants in the four cases. The defenses offered were equally diverse, enabling the court of last resort to settle in one decision many alleged doubts as to the application of the tenure law throughout the state.

The rural school district, refusing to employ its principal of schools who had served it for nine years continuously prior to July 31, 1941, contended that he was not in its employ "at the time of the passage of this act," because the act did not go into effect until September 1 of that year.

The village school district, denying reappointment to an elementary teacher of nine years' standing, presented a battery of defenses, among which was the contention that the tenure act is unconstitutional because it is a "retroactive law." It also argued that it had refused the teacher reemployment and had so notified him before June 2, the actual date of the passage of the law, and that he was not a teacher in its employ at that time because his contract expired prior to that date.

The Elyria city school board, which declined to appoint a woman high school teacher who had served for eight years consecutively, set up as its chief defense the allegation

that she had married during the time her contract for 1940-41 was in force, in violation of the board's regulation that the contract of a woman teacher who married during the term would be declared void.

The Cleveland board of education refused to reemploy a teacher who had served for thirty-one years, pointing to the board's rule of 1938 which stipulates that no contract will be entered into with any teacher who has attained the age of 65.

In each of the four cases the aggrieved teacher prayed for a writ of mandamus to compel the board to enter into a continuing contract with him as required by the terms of the tenure act. In each case the decision of the state supreme court has the effect, with minor procedural differences, of granting the writ and sustaining the teacher's position.

Readily concluding that "the time of the passage of this act" was June 2, 1941, the date on which it was signed by the governor, Judge Zimmerman next addressed himself to the question of what is meant by a "teacher completing five or more consecutive years of employment at the time of the passage of this act."

Said he: "The fair and sensible answer is that a teacher who was completing five or more consecutive years of service *within a reasonable time before or after* June 2, 1941, or within a reasonable time before or after the termination of the school year 1940-41 in a particular school district, would come within the intentment of the law." (*Italics mine.*) Note the liberality of the language. This decided all four cases before the court in favor of the plaintiff teachers as far as that specific question is concerned.

To the scarcely credible argument that the tenure law violates the state constitution because it is "retroactive," the court patiently replied that the law is not retroactive but merely designates the class of persons who are within its purview by looking retrospectively at the length of their consecutive service in the district. Such statutes have repeatedly been held valid in many states.

Perhaps the point of greatest practical significance for the present was the court's disposition of the truthful allegation of the village school district that it has fewer than 800 pupils. It will be recalled that the same section

<sup>1</sup>More 1941 School Legislation, *The NATION'S SCHOOLS*, September 1941; and *Ohio Teachers Obtain Security Under Continuing Contract Law*, *New York Times*, Aug. 3, 1941.

<sup>2</sup>*State ex rel. Bishop v. Board of Education of Mt. Orab Village School Dist.*, *Brown County*; *State ex rel. Creig v. Board of Education of City School Dist. of Cleveland et al.*; *State ex rel. Lynch v. Simpson et al.*, *Board of Education of Springfield Rural School Dist.*, *Summit County*; *State ex rel. Brown v. Board of Education of City of Elyria*, 139 Ohio St. 427, 40 N. E. (2d) 913 (1942).

of the tenure act that contains the "teeth" heretofore observed also sets out in several subsections that in districts having fewer than 800 pupils, "beginning teachers," "new teachers" and "such teachers reemployed after the termination of the first contract" shall not be given continuing contracts of indefinite duration but shall have instead a sort of term tenure under which no contract shall ever be for a term of more than five years.

Upon close inspection of these subsections, the court decided that they apply *only* to "beginning teachers" and "new teachers" coming into those districts after 1940-41. Hence, the mandatory contract of indefinite duration to begin on or before Sept. 1, 1941, applied to all teachers who were completing five or more consecutive years of service in the district, without regard to the size of the district. This apparently gives that group of teachers in small districts the right to a status superior to the highest status attainable by their successors in the same districts. The situation appears to be somewhat similar to that in township school districts in Indiana, where at present only teachers who had gained indefinite tenure prior to 1933 may have contracts of indefinite duration.

To the Elyria school board the court pointed out that marriage of a teacher is of no significance under the tenure law, which makes no distinctions in that respect. Expressly refraining from deciding a question not immediately before it, the tribunal remarked that if a board of education should seek to enforce a rule against married women teachers by discharging such a teacher who holds a continuing contract, it would then be appropriate for the courts to decide whether marriage constitutes "other good and just cause" within the meaning of the section of the statutes enumerating causes for dismissal.

Persons familiar with the progress of teachers' tenure know that the courts of Massachusetts have consistently held that marriage is "other good cause" if the board of education says it is. The weight of authority among the courts of other states is strongly to the contrary, taking the view that marriage is in no sense reprehensible and not in any manner comparable to the types of

misbehavior or incompetency commonly listed as specific causes for which teachers may be removed from the school.

Coming to the case of the Cleveland teacher aged 65, the court observed that the school board's rule regarding retirement at 65 cannot override the state statutes. In fact, the rule is apparently a nullity as applied to teachers who qualify under the tenure law for continuing contracts of indefinite duration for such contracts go on until the teacher resigns, voluntarily elects to retire, is compulsorily retired under the existing state teachers' retirement law or is dismissed as provided in the tenure act. Under the existing state retirement law a teacher cannot be compelled to retire until the age of 70.

Thus must the wishes, sometimes misconceived, of local boards give way to the applications of a major state-wide policy. This is not a new or a startling phenomenon, much less a cause for lamentation. Greatly we prize the interest and initiative of local boards, but always they must keep within the generous bounds marked by state-wide school

policy. Local school districts never were more than creatures of the state legislature, possessing only such powers as the state delegates to them from time to time and on occasion may take away.

An enlightened view of the law of the matter is set out in the first few eloquent paragraphs of Judge Zimmerman's opinion, which may be abstracted as follows: Courts do not undertake to determine the wisdom of statutes; they only ascertain that there has been a valid exercise of the legislative power. Teachers' tenure acts are similar in principle to civil service laws and have a commendable purpose that is clearly within the power of the state legislature to promote. In view of the obvious legislative intent, tenure laws should be construed liberally in favor of the teachers.

With this soundly reasoned background, the Ohio court proceeded to dispose of the first important litigated test of the new tenure act. Its decision bids fair to stand as a bench mark in the history of education in Ohio and in the history of the profession of teaching in the United States.

## Pupils Honor Benjamin Franklin

PUPILS and alumni of Franklin High School, Portland, Ore., contributed the sponsor's share of the

cost of this statue of Benjamin Franklin for whom the school is named. Their donations financed the cost of all materials and a portion of the labor, all of which was supplied by the Work Projects Administration. Standing 21 feet high and weighing 50 tons, the statue is said to be the largest in the Pacific Northwest.

It is made of Wilkinson sandstone which was quarried near Tacoma, Wash. The assembling and placing, as well as the modeling and sculptoring of the stone, were done entirely by the Oregon Art Project through the use of W.P.A. artists and workmen. The statue is placed in front and center of the school and overlooks the athletic field and the cinder track.—JAMES R. BRANSON, *Division of Information, Work Projects Administration, Washington, D. C.*





## SCHOOL HOUSE



# SURVEY SETS STANDARDS FOR PLUMBING INSTALLATIONS

AT LAST school architects and administrators have some reliable ratios on which to base sanitary installations in elementary and secondary school plants. Third in the series of school plant research problems undertaken by the American Council on Education Studies is the newly completed report on "The Utilization of School Sanitary Facilities."

This helpful report is based upon field observations in 39 schools in 25 cities and counties of the United States. Initiated and conducted by Francis R. Scherer, superintendent of school buildings in Rochester, N. Y., now on leave for federal service, and put in final shape by J. Harold Goldthorpe of the American Council on Education's staff, this study makes a genuine contribution to the literature on schoolhouse planning. Earlier school plant research initiated by the council has furnished specifications for folding chairs and for chair desks.

Although variations in existing regulations and code requirements are wide, the American Council's recommendations call for somewhat

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**How many fixtures and where to place them are conclusions expertly arrived at for the first time following a study of 39 schools made by a research committee of the American Council on Education**

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fewer fixtures than previous studies and average practice have thought necessary. This means some saving in installation costs for sanitary facilities and the concomitant use of the floor space thus released for other purposes. Maintenance costs, too, may thus be reduced.

Data for the study are based on a single day's utilization of the sanitary facilities in the 39 schools selected. These schools, some elementary, some consolidated and some secondary, had a total enrollment of 40,000 pupils on the day observations were made.

Observers, furnished with forms carefully worked out by the committee, were placed in each toilet room and made a record for each minute throughout the day of the actual use made of all toilet fixtures in that school. In the study of toilet units, for example, the occupancy of each compartment was accurately indicated upon a time chart by the observer. The time chart data for the lavatory and urinal units disclosed the maximum simultaneous use of those fixtures, since utilization, frequently being less than one minute, did not permit of practical tabulation of individual use.

These charts, therefore, reflect not only the peak loads for each plumbing fixture but also the periods of second and third utilization. To aid in the accuracy of the observer's reports, the committee laid down the following requirements:

1. Location in each toilet room of a clock sufficiently large to enable the observers to record time to the minute.
2. Care that the activities and attitudes of observers did not disturb pupils in their toileting habits. (Ob-

servers selected were younger persons, preferably those newly out of high schools and more familiar with pupils' habits. In only two instances did it appear that the presence of observers had any influence upon the pupils' habits.)

3. Assembling, summarizing and tabulating of all data sheets by a single clerical staff in order to reduce errors.

All of the schools surveyed appeared to have an adequate number of boys' toilet units. There was no waiting in any school except in one high school and that was slight. On the basis of the present enrollment in these schools the number of boys for each installed unit in the elementary and consolidated schools ranges from 17 to 60, with two schools having ratios of less than 1:40, the recommended ratio of the National Council on Schoolhouse Construction. (It should be mentioned here that the latter standards were admittedly derived subjectively and their use recommended only until such time as research would reveal a more adequate basis.)

In the case of the high schools studied, there was a greater variation, the ratios ranging from 1:17 to 1:92.

On the basis of the load upon the units at the period of maximum utilization, as reported by the American Council's observers, the range of ratios was from 1:45 to 1:357 for elementary and consolidated schools and from 1:73 to 1:456 for the high schools. It is apparent that there is little correlation between the ratios for the number of units installed as compared with those for the utilization of such units at their peak periods.

In almost all of the schools there was an adequate number of boys' urinals; such limited amount of waiting as was observed seemed to be due to an improper distribution of these facilities. In a number of the schools there seemed to be an unnecessarily large number of fixtures of this type. The peak load was at the morning recess period. A modification of the practice of scheduling recess periods might eliminate the waiting in some of the schools, the council's report suggests.

In the high schools no significant



Photograph by Hedrich-Blessing Studio, Chicago

**Small children don't linger over the lavatory for primping purposes so mirrors above the wash bowls are good practice in elementary schools. In high schools, put the mirrors on another wall with a shelf beneath.**

waiting was reported for use of urinals. During the peak load periods, the ratios of units used to number of boys ranged from 1:18 to 1:87. The five largest schools appeared to have a surplus of from one third to one half the total number of units even during the period of maximum utilization.

"On the basis of these data," the report states, "there appears to be little justification for using a ratio for unit installations in proportion to the enrollment of boys that is larger for elementary schools than for high schools. It must, of course, be constantly borne in mind that utilization of these facilities and the periods of observed maximum utilization vary according to different administrative practices in the schools that reported the data."

When it comes to girls' toilet units, evidence of the installation of a number of excessive units is not quite so conclusive. There was only limited waiting and this in but eight of the 24 elementary and consolidated schools and five of the 17 high schools. On the basis of the number of installed units in relation to the present enrollment of girls the ratios in the elementary and consolidated schools varied from 1:8 to 1:35 with only two schools of the 24 reporting ratios less than 1:25, the ratio recommended by John J. Donovan and by the National Council on Schoolhouse Construction.

During the peak load the range, in terms of ratio of units used to girls, was from 1:9 to 1:70 for the elementary and consolidated schools and from 1:23 to 1:110 for the high

schools. Here, again, is little correlation between the ratios for utilization at the maximum period and the ratios for installations.

Greater variation in the ratio of units to the number of pupils was disclosed in the case of the use of lavatories than in the case of other sanitary facilities. In several of the smaller schools having only one lavatory the school had a considerably larger enrollment than was anticipated when the building was erected; either that or the schools lacked an adequate number for its pupil load. Two schools with 500 boys and 10 lavatories each presented a widely different utilization. The ratios of fixtures to boys during peak periods in these two schools were, respectively, 1:50 and 1:178. The school with the lower ratio reported no waiting and the other school with the ratio more than three times as large reported that the boys had to wait to wash their hands.

One half of the 20 elementary and consolidated schools reported ratios between 1:50 and 1:125. In the high schools during the peak load period the range of the ratios of fixtures used to boys was from 1:31 to 1:279. Even in the high school with the highest ratio the observers reported that only a few pupils had to wait.

For the girls the high schools had ratios of less than 1:100 and still reported little or no waiting for the use of the lavatories.

After considering the figures summarized above, the American Council of Education's committee makes the accompanying recommendations as adequate and reasonable ratios for sanitary facilities:

#### STANDARDS RECOMMENDED

TYPE	RATIO
<b>Girls' toilet units</b>	
Elementary .....	1:35
Secondary .....	1:45
<b>Boys' toilet units</b> .....	1:100
<b>Boys' urinals</b> .....	1:30
<b>Lavatories</b>	
Elementary school .....	1:60
Secondary school .....	1:100

When elementary and high school grades are housed in combination within a single building the standards for sanitary facilities should be the same as those proposed for elementary schools, according to the

new recommendations. The accompanying ratios are recommended only on the condition that no less than two fixtures of each type are installed in each toilet room. Thus, the pupils' needs will be met when a single fixture may be out of order.

Says the report: "In the planning of school buildings to provide for the installation of toilet facilities on the basis of higher ratios of adequacy, it becomes more important than ever that the facilities should be properly located with respect to the flow of traffic and the accessibility to other facilities, such as libraries, gymnasiums, corridor junctions and study halls.

"It is now generally accepted that these facilities should be placed for each sex upon each floor of the building and that the number of facilities on each floor should bear a definite relationship to the pupil capacity of each floor.

"Additional facilities should be provided for community use, for the cafeteria and for playgrounds in excess of those determined by ratios to pupils and should, of course, be properly located with respect to these services. The installation of such facilities should also take account of the maximum enrollment to be housed in the building at a single given time."

The committee asked its field observers to pay particular attention to the location of mirrors and their use. In elementary schools there was no slowing up at the lavatories even when mirrors were placed above them. But when it comes to those of high school age, how the picture changes!

Is it that girls are vain? Yes, found the observers, but no more so than the boys! When mirrors are placed over the lavatories, fewer pupils can use them for the girls must "make up" and the boys must comb their hair, items not likely to be slighted by adolescents. About equal amounts of time are spent at the mirrors by boys and by girls.

The suggestion is, of course, that the toilet rooms in high schools should be well provided with mirrors, none of which should be mounted over the lavatories.

A further suggestion is that a shelf, 6 or 8 inches wide, should be placed

beneath the mirrors as a parking place for books and purses.

Location of drinking fountains and lavatories in connection with cafeterias, gymnasiums, auditoriums and play areas is desirable, the report suggests, but the present study lacks data on this subject.

As might be expected, school principals and field observers sent pertinent comments along with their reports to the research committee. Some of these are set down here:

Pupils have favorite fixtures and will wait for these rather than use any fixture that happens to be unoccupied.

Pupils sometimes visit toilet rooms just to relieve the monotony of the study hall.

In some schools the load upon certain toilet rooms is needlessly aggravated by the requirement that pupils must either remain in their classrooms during a recess period or else visit the toilet room.

Overloading of certain toilet rooms results from poor locations of other toilet rooms. In one high school a girls' room was placed directly opposite the boys' study hall. Little use was made of this toilet.

Pupils shun certain fixtures because of failure of the school to supply such articles as toilet paper, towels and soap throughout the day. Old and leaky fixtures are also avoided. A wet floor means "no sale." Certain fixtures like boys' urinals are never used when improperly screened from the corridor door.

Faulty planning fails to locate toilet rooms near the cafeteria, particularly handwashing facilities.

One high school principal found that the placing of clocks in the toilet rooms made a substantial reduction in tardiness at classes.

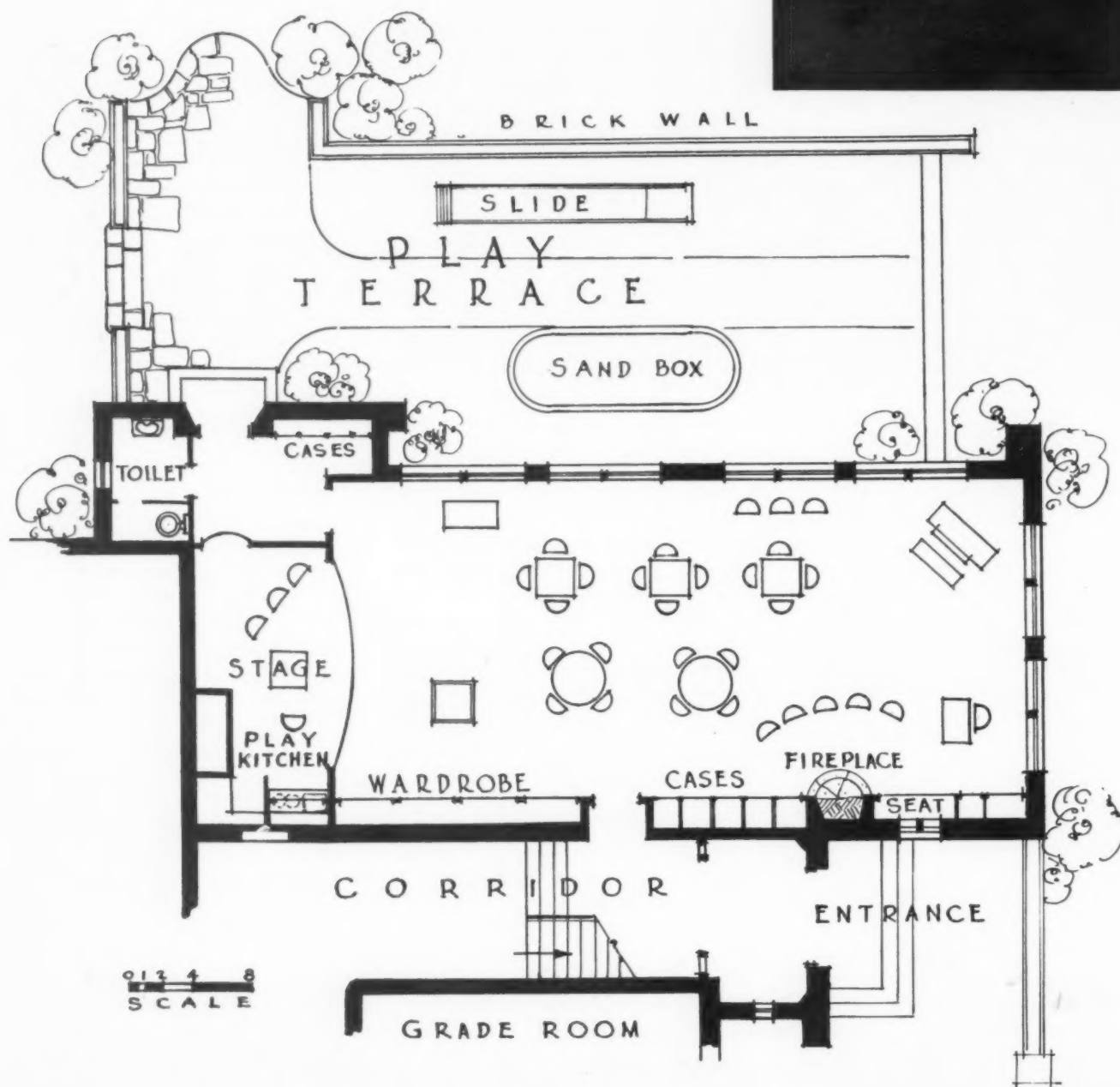
Members of the study committee on "The Utilization of School Sanitary Facilities" are as follows: Homer W. Anderson, William E. Arnold, N. L. Englehardt, Ray L. Hamon, H. P. Hammond, Ira V. Hiscock, T. C. Holy, Charles T. Ingham, Raymond V. Long, Arthur B. Moehlman, F. R. Scherer and H. W. Schmidt. Copies of the complete report may be obtained from the American Council on Education, 744 Jackson Place, Washington, D. C.



# KINDERGARTENS FOR the CLASS of 1943

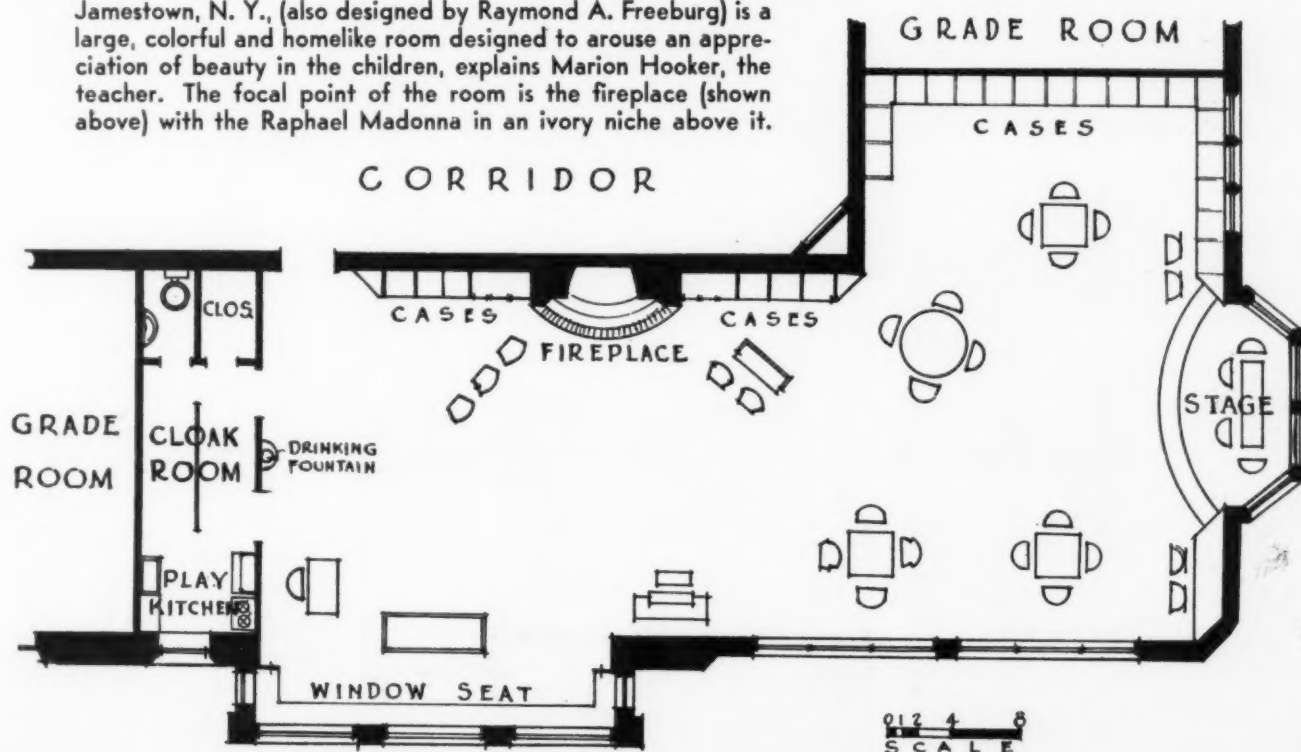
Below: Plan of the kindergarten at Randolph Central School, Randolph, N. Y. The room, which is located in one wing of the school, has its own private entrance. Its spaciousness, location and equipment make the kindergarten a place for enjoyable living for both the pupils and their teacher, Marian Hitchcock. Raymond A. Freeburg of Jamestown, N. Y., was the architect who designed the school.

Right: The stage on which the post office was erected is one of the favorite spots. One of most enjoyable group activities was the construction and use of the post office. It was 6 feet square and was built of orange crates, lumber and two mattress cartons. A well-equipped work table, furnished with vise, hammers, saws, sandpaper and nails, was used in the construction of the post office.





Below: The kindergarten of Milton J. Fletcher Grade School, Jamestown, N. Y., (also designed by Raymond A. Freeburg) is a large, colorful and homelike room designed to arouse an appreciation of beauty in the children, explains Marion Hooker, the teacher. The focal point of the room is the fireplace (shown above) with the Raphael Madonna in an ivory niche above it.



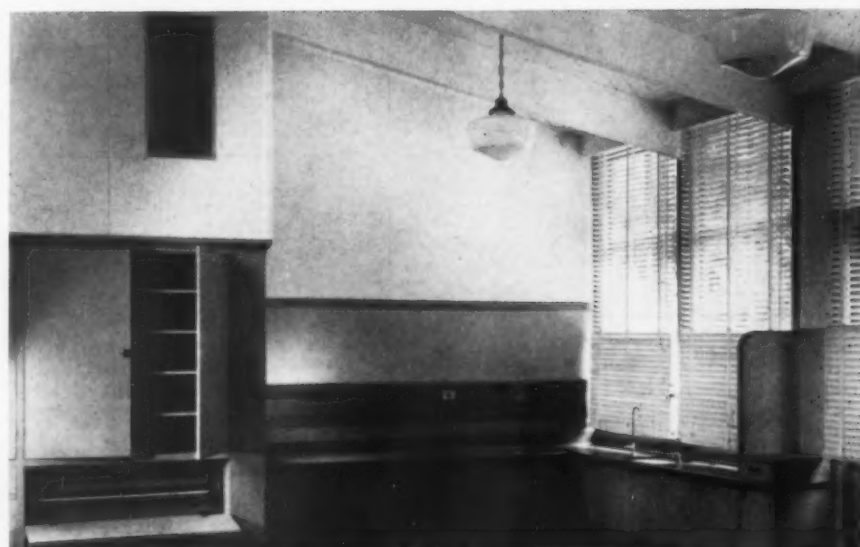
## Unit Heating

A HEATING plan that has been used with success by Robert Stanton and Thomas B. Mulvin, architects of Del Monte, Calif., employs gas-fired unit heaters of the forced warm air type located in individual heater rooms in each classroom. Obviously, this method could not be used in large plants requiring central heating and power systems; it is designed for use in small elementary school units in favorable climates. The object is to heat each individual classroom separately so that classroom control can be obtained by means of thermostatic and time devices at a minimum cost.

The heater rooms are of two types: the overhead type, which is more costly but allows for greater usable floor space, and the more economical enclosed floor closet type. The difference in price is about \$500. Warm air is circulated by the heaters and the effect is nearly instantaneous. The heater rooms are fireproofed and are completely sound deadened so that the mechanical equipment is scarcely audible.

"In our opinion," states Mr. Mulvin, "the overhead type is the better, considering all requirements for small elementary schools in this area. It also saves floor space. However, improvement could be made at additional cost, depending on plan requirements, and the system could be adapted easily to a central steam heating plant."

These four pictures show the two types of unit heaters, i.e. the overhead type and the enclosed floor closet type. Back of the teacher's cabinet (shown in the center photograph) is ample space for a cloak room and for the storage of school supplies.





## Project in Bilateral Lighting

**B**ILATERAL LIGHTING, based on obtaining a maximum amount of natural light supplemented by artificial light for use only on dark days or at night, is another idea advanced by Robert Stanton and Thomas B. Mulvin. The natural light is obtained by placing windows on both sides of the room. The large windows are on the exterior wall and the smaller high windows are on the corridor side. The slope of the roof is adjusted to reflect light to the dark areas of the room.

Venetian blinds are used on all windows so that the intensity of the light can be regulated and so that glare and direct sunlight can be eliminated. Even when all venetian blinds on the large windows are

closed tight, the lighting from the high windows is remarkably good and adequate for the portion of the room along the corridor walls. On cloudy days as much as 50 foot-candles of light have been reported in the darkest portions of the usable room area. During school hours electric lighting is necessary only on dark days.

This method of bilateral lighting has proved very satisfactory, the architects state, adding that improvements could be made at an additional cost and after further study on individual problems. This particular

application is to one story schools.

As a further supplement to lighting, the use of colors in painting was studied to provide pleasing surroundings and to eliminate eyestrain by means of light reflection and contrasts between dark and light areas in the room.

The color schemes in individual rooms were varied slightly in order to study their effects on lighting. Although no decision has been reached to date, it has been noted that certain colors are preferred by those using the rooms even though other colors seem technically of equal value.

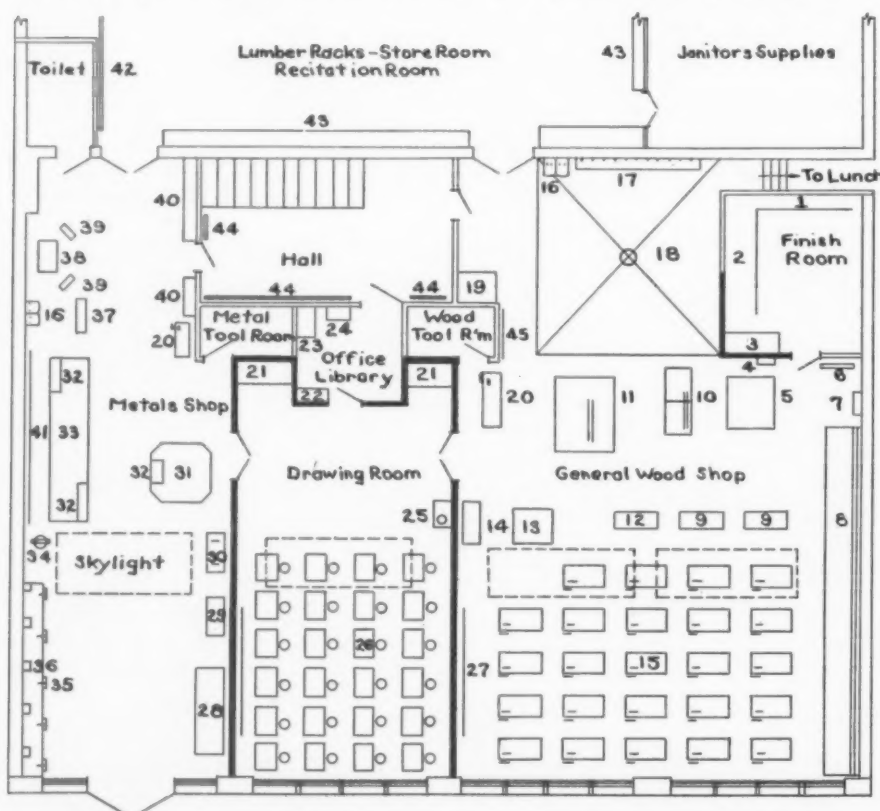


Bilateral lighting is used to good advantage in the Thomas O. Larkin School at Monterey, Calif. The photograph at top, right, shows the relation between the windows on the exterior wall and those on the corridor side. Venetian blinds are used to regulate the intensity of the light.



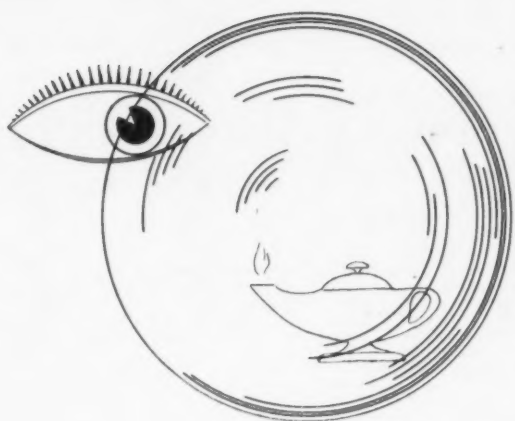
## Industrial Arts in Rural Schools

Below: Plan of the industrial arts department of Hopkins High School, Hopkins, Minn. Industrial arts training starts in the seventh grade in the schools of Hennepin County, Minnesota, according to Robert E. Scott, county superintendent. Above: Machine sawing wood for magazine rack.



1. Storage open shelving
2. Counter and storage cupboards
3. Metal covered work table
4. Glue pot
5. Glue table
6. Clamp rack
7. Controlling switches for power
8. Electrical bench—6 and 110 volt
9. Wood lathes
10. Power 6 inch jointer
11. Variety saw
12. Grinder and whetting table
13. 18 inch band saw
14. 24 inch jig saw
15. 24 vertical lockered work benches
16. Lavatories
17. Plumbing and faucets trough
18. Concrete slab for masonry work
19. Paper storage
20. Tool clerk's bench
21. Storage for drawing room
22. Instructor's desk
23. Filing cabinet
24. Bookcase
25. Blueprint machine
26. Drawing benches
27. Movable blackboards
28. 16 inch screw cutting lathe
29. 9 inch screw cutting lathe
30. 12 inch grinder
31. Sheet metal—hand machine bench
32. Bench plates
33. Sheet metal layout and storage bench
34. Drill press
35. Machinists' vises
36. Gas furnaces
37. 24 inch brake
38. Forge
39. Anvils
40. Lockers
41. Fixed blackboard
42. Wall metal and pipe rack
43. Storage lockers
44. Coat and hat hooks
45. Bulletin board

Note: All darkened partitions are glass—34 inches wide, 50 inches above the floor.



# EDUCATION

*circa 1972*

## A P R O P H E C Y

**W**ILL there be as great progress in education within the next thirty years as there has been during the past thirty?

There will be greater progress in education within the next thirty years than during the last thirty, if we maintain our democratic form of government, if education continues to be a state and local function and if the school people study social and economic conditions and adapt the schools to changed conditions.

During the next thirty years we may expect to see all the small school administrative units disappear and to see in their place large community units embracing both urban and rural territory. In some instances the unit may be an entire county or even several counties. The unit will be large enough to provide for a school system extending from the nursery school and kindergarten through 12 or 14 grades, and large enough also to provide for all necessary types of service and for schools and classes for exceptional children.

There will be fundamental changes in the organization of the school system. The junior college instead of being a separate, independent non-descript organization will become an integral part of the secondary school. The three year junior high school will disappear and in its place will be a four year junior high school or, possibly, there will be a ten year school operating as a unit to be followed by a four year secondary school.

At the lower end of the educational ladder will be the nursery school and the kindergarten closely

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integrated with the early elementary grades. The program of studies will be modified as conditions change, that is, if the school people look outside of their books on pedagogy long enough to become acquainted with the social and economic changes that will take place.

More attention will be given to general industrial arts courses both for general educational purposes and for broad special vocational or trade courses in the upper grades of the high school. Physical education will receive new and increased emphasis; health services will be greatly expanded.

We may expect to see great developments in the use of the radio and the motion picture as teaching devices. Before the end of the next thirty years television will be so fully developed that the schools will be equipped with television sets.

School buildings will be of an entirely different type from those of today, just as those of today are different from those of thirty years ago. School playgrounds will be much more ample and the children will not be locked out after school hours and on holidays. Schools will be in session forty-eight weeks a year so that the school program will be greatly enriched.

Every school system will provide for adult education, including par-

ental education. No community will be without its forum where the people may consider the pros and cons of community, state, national and international problems.

The state will bear a much larger proportion of the school cost than at present. The federal government will also make appropriations for general education.

Thus, I might continue to peer into the future.

Whatever the future may be it is evident that educational leadership and foresight will be necessary to solve the educational problems that will arise under the new social and economic conditions just ahead of us.

The new conditions will be a challenge to the educators. They will be a challenge to every teacher, to every county, city and state department of education and also a challenge to the U. S. Office of Education.

I am certain that the Office staff will gladly accept the challenge. Knowing as I do the ability of many of the specialists, I am certain that there is a vast reservoir of latent or potential ability that can be used in the present crisis and in the period that will follow.

My one wish is that the Office will continue to grow in numbers and in efficiency. Because I am interested especially in the elementary and secondary schools, which are the foundation of our educational system and which are the only schools that a large majority of the people ever attend, I hope that within the next few years many specialists in the various phases of elementary and secondary education will be added to the Office staff.





*As far as the public is concerned*

A PUBLIC that is appreciative of the value of the public school, with firm conviction founded on reasonable understanding, provides a much more reliable support for public school measures than does an electorate keyed up to an unstable pitch of emotionalism which can be diverted into channels that could undermine the financial support of the public school system just as readily as it could be swayed to lend passing approval to measures conceived in the interest of public education.

The appeal to reason may be more difficult than the appeal to emotion, but if it finally results in a public attitude of understanding, appreciation and respect for the schools, their financial support will be ensured for a long time to come.

It is axiomatic, in any discussion of this subject, that "good interpretation must be a reflection of a good school," but a good school or a good teacher alone is not enough unless the people are generally aware of the fact. In any comprehensive plan of public relations for public education, the central administration, the administration of the various schools and the teachers all have their parts to play in the presentation of their work to the general public.

Every teacher has a leading rôle in this important task. In the homes of most people, the teacher is the school. Long after the pupil has left school—to become a voter, incidentally—it is the teacher he remembers when he registers his approval or disapproval of the public school.

Any teacher who ignores this phase of education is to that extent a less efficient teacher and a definite liability to a public school system that must maintain favorable relations with the public. The teacher who does a creditable job of teaching in the classroom but neglects the important element of personal contact with pupils and parents, leaving his interest in public education behind him when he closes the classroom door, is dodging one of the responsibilities of the profession.

It is not the grades recorded, the tests passed or even the volume of facts and sharpness of reasoning taught that measure the worth of a teacher. Rather, it is the ability of

# THE TEACHER IS THE SCHOOL

WALTER G. O'DONNELL  
TEACHER OF SOCIAL SCIENCE  
JOHN HAY HIGH SCHOOL  
CLEVELAND

the teacher to enlist the cooperation and to influence the lives of those entrusted to his care that marks him with the true seal of the greatest of all professions. The great teacher is the one who leaves much of himself with the young people who depart from him, extending his good influence into future generations by sympathetic personal contacts that result in lasting influence and indelible impressions.

The teacher with a high and fine sense of sociability, a keen and sympathetic understanding of the problems of youth and a character capable of inspiring others to enrich their lives can do more in one day to ensure a lasting appreciation of the public school than a dozen highly paid publicity agents using every trick of their trade.

The use of outside agencies of publicity is a fairly reliable indication of the fact that large numbers of teachers are failing to utilize their excellent opportunities for personal contact with pupil and parent through friendly guidance and interest in character development. Whenever these functions of the teacher are neglected, the gap between the school and the community widens to a point at which the future financial support of the public school system is placed in jeopardy.

As active participants in the life of the community, teachers, through their various contacts in civic, social, religious, professional and fraternal groups, can give the various persons they meet a clear conception of the values of public education. This sort of participation in the social affairs of the neighborhood does not impair

the efficiency or professional dignity of the teacher in the least, if he is worthy of his profession. On the contrary, by giving the teacher a better understanding of the environment and the practical aspects of life, this social activity provides a sound basis for adjusting teaching to the actual problems of the district. The wholesome influence of a wide variety of social relationships renders the teacher immune to an ingrown and overspecialized professional life.

The community, in general, looks to the teacher for its impressions of the public school. If those impressions are faint or distorted it is because of the failure of many teachers to assume their share of this task of educational interpretation. The teaching profession should be more fully represented in the various civic bodies that wield influence in the molding of public opinion.

Of all professional people, the teachers exert the least direct influence in the shaping of the contemporary social policies of the community. Yet no professional group is better qualified to give direction to the course of public policy. If parents are willing to entrust the development of their children to the teacher, they cannot reasonably distrust or ignore the counsel of the teacher in other important phases of their lives. Teachers, charged with the heavy responsibility of directing the development of the future generation, cannot be silenced in the present without irreparable loss to society. The basic civil rights of freedom of expression coupled with the duties of democratic citizenship belong to teachers, and no sweeping interpretation of partisanship or political activity should be used to quarantine

them and to prevent their effective participation in the civic life of their community.

The teacher, with his store of knowledge, social vision and idealism, is sorely needed in the community as an influential power capable of counteracting the sordid forces of opportunism in party politics by an increased application of intelligence in the solution of the problems confronting the people. Democracy will make substantial gains when the teachers, as a group, carry to the adults of their districts the lessons they now teach in the classroom. This is more than a right; it is a duty.

In order to instill a sense of appreciation for the public school, impressive teaching and friendly guidance of pupils might well be supplemented by more formal methods of instruction in the history of public education, its values and the duty of intelligent support. In the social studies, particularly, problems are frequently encountered that enable the teacher to direct discussion into these channels. Other opportunities arise in every classroom for the cultivation of a sympathetic understanding of the problems, policies and practices of the public school. A proper utilization of the school environment as a cooperative enterprise, in which teacher and pupil share a common purpose, should generate a feeling among pupils that not only do they belong to the school, but that the school belongs to them. If the curriculum does not provide a special course in education designed to prepare our future citizens for reaching intelligent decisions on school issues, it would be reasonable to urge an adequate minimum of such content in other courses.

As a rule of self-preservation the public school cannot afford to remain peculiar among social institutions by failing to plan for its own perpetuation. Among institutions, as well as among individuals, there is a competitive struggle for limited funds, and unless educators awaken quickly to the need for increased emphasis on a well-planned program of public relations the whole system of public education will be undermined by anti-tax sappers, and the standards of the public school will decline with a dwindling share of public revenue.

If the beneficiaries of public education fail to support necessary school levies and bond issues at the polls, it is because they do not remember or do not realize the benefits derived from the public school. Their failure to support the public school points to the failure of the public school to impress them with its value. This impression should be made while the future voters of the community are the present citizens of the school.

A good teacher will leave this impression by personal influence or deliberate instruction, but the omission of definite curricular material and discussion on the history, problems, policies, accomplishments and needs of public education results in the loss of an invaluable opportunity to prepare pupils for an intelligent appraisal of the public school of the future.

While it is true that public appreciation is the prerequisite to appropriation of public funds for education, the most effective way to interpret the school to the public is the dignified educational way. Resort to high-pressure publicity, commercial methods of salesmanship or orthodox political devices is likely to do more harm than good. The moment the interpretation of the public school departs from sound educational practice it loses its effectiveness, for the public looks for dignity and stability in an educational institution. The public does not want threats or entreaties; it wants an explanation. It is the responsibility of educators to do the explaining with a continuous endeavor to enlist the interest of the entire community in the aims, the values and the needs of the public school system.

Teachers can no longer afford to rely upon the simple faith that public education is essential in a democratic society. People must be shown that it is essential and worthy of their constant patronage. The public school can no longer ignore the sources of its support. This responsibility of maintaining mutually beneficial relations with the public will lead the teacher into the homes of pupils where new opportunities for interpretation will develop. Teachers must be thoroughly conversant with the whole educational program and its broader objectives in order to interpret the public school to the parents of their pupils.



A teacher can hardly claim to know a pupil until the home environment has been visited and observed; but in order to make home visitation an effective form of direct interpretation, the proper psychological approach must be adapted to the attitudes, feeling and family moods that are sensed in the reception.

A teacher who is lacking in social tact, adjustability and congeniality should never attempt home visitations, for an ingrown personality entering a home with an officious, prying or ostentatious attitude will leave a worse impression of the school than was had before. The principal topic of conversation in such home visits should be the welfare and progress of the pupil, a subject that will lead off naturally into an explanation of the work of the school and the values of public education. Out of such visits, conducted in a friendly spirit of educational interest, flow opportunities for bringing the home and the school into closer contact, clearing up misunderstandings and creating good will toward the agencies of public education.

Open house, special programs for Education Week and publicity organizations centered in school buildings or administrative headquarters, all have their place in a complete plan of interpretation for the public school. But the daily contacts of thousands of teachers with pupils, parents and other associates have a more far-reaching and lasting effect than these more deliberate devices of publicity. Interpretation of the meaning of public education is a part of the profession of teaching. A growing recognition and sensible application of this principle by an increasing number of educators offer the only stable foundations for a sound program of public school finance based upon general appreciation of the values of public education.

As trustees of the most important agency of civilization in a world of war-torn nations, our American teachers can best fortify the foundations of democracy at home by reinforcing the first line of our internal defense—the public school.

# BUY *School Buses* WISELY

*If your priority lets you buy buses, make sure they meet your needs and give maximum value*

JOHN T. SIDENER

PRINCIPAL  
TOMALES JOINT UNION HIGH SCHOOL  
TOMALES, CALIF.

LITTLE has been done to standardize the procedure of purchasing the school bus and each school district has had to work out its own methods. While it is increasingly difficult to buy buses today, owing to priorities, it is well that school administrators and state directors of transportation look toward standardization for future buying.

To this end schoolmen may be interested in an investigation made in California, the primary objective of which was to provide specific recommendations for the use of administrators confronted with the responsibility of purchasing school buses. The task undertaken was first to ascertain present purchasing procedures and, second, to suggest procedures that might be accepted as standard.

In order to assemble data on current practices in respect to purchasing procedures, a questionnaire was addressed to all high schools in California, and also to all elementary schools with an average daily attendance of 200 or more that own school buses.

Data were also gathered and valuable counsel was received from the following sources: (1) interviews and correspondence with school business officials and administrators concerned with the purchase of school buses; (2) interviews with state authorities concerned with school transportation; (3) interviews with school bus manufacturers; (4) an investigation of the statutes dealing either directly or indirectly with the purchase of school buses, and (5) a review of the literature pertaining to the problem of transporting pupils to and from school.

The procedures, technics and forms received from these sources

were critically studied in order to ascertain which were applicable to the development of standard procedures for the purchase of school buses.

The following conclusions were drawn from the interpretation of the data received:

1. School districts may furnish school bus equipment only because they are so authorized by law; therefore, the purchase must be made in such a manner as will assure the legality of the contract.

2. The purchasing agent should be familiar both with the state laws and with accepted business practices in order to avoid the many complications that may arise during the purchasing process.

3. Procedures for purchasing school buses are similar to those for the construction of a building, the difference being that the district employs an architect to draw up the necessary specifications and legal documents in the case of a building program. In procuring a school bus, the governing board looks to the administrator for that service.

4. Local school units must comply with state regulations. In addition, they should set up such other specifications as may be necessary to meet local conditions in providing adequate, safe and economical transportation service.

5. The state should provide qualified supervision and consultive services to local administrative units and provide standard forms, (a) for detailed specifications and information, (b) for setting up bids and (c) for purchase agreements.

6. A school district can save from 10 to 20 per cent on the cost of a

bus by dealing directly with the manufacturer. In addition to the benefit of a marked saving, the manufacturer is directly responsible for the equipment furnished.

7. Manufacturers are cooperating with school officials in bringing about constant improvement in school bus construction.

8. It is far more economical to purchase good equipment than to buy for "price."

9. Purchase of buses F.O.B. point of eastern manufacture provides little, if any, saving over purchase of buses made in California.

10. The bus should be adequately powered to meet the requirements of school bus service. More power is needed in a hilly section than on level roads.

11. Power of "grade ability" requirements should be established and the final test should be made with the bus actually loaded.

12. "Grade ability" tests can be made with sacks of grain or sand (equal to regulation weights), thus avoiding the necessity for locating enough pupils of standard weight.

13. It is advisable to write specifications calling for a bus chassis, not a truck chassis.

14. The needs of a particular district should be carefully determined before advertising for bids and specifications should be written accordingly.

15. Specifications should be so drawn that tires, battery, generator and other items of equipment are adequately specified for the size of the bus.

16. The length of the advertisement of invitation to bid should be limited to the bare essentials required by law, referring the bidder to all other conditions and specifications that may be had on request.



17. Bidders should be completely informed of the district's requirements before submitting a bid.

18. In order to provide uniformity, bids should be made on forms provided by the district.

19. A bidder's compliance bond should be required to be submitted with all proposals.

20. Bids should be opened and read at a public hearing, with at least a week intervening, in order to tabulate and analyze the bids before a contract is awarded.

21. It is not absolutely necessary to award the contract to the lowest bidder.

22. It is advisable that the bus be given a thorough examination by the local officials, in addition to that of the state highway patrol, before its final acceptance.

23. School districts should demand that the bus be delivered at least one week in advance of the board meeting at which acceptance is to be made. Then the school mechanic and other officials can check the bus completely and prepare a report for the board, upon which it may base its award.

24. It would be advisable to demand a one year guarantee, supported by a performance bond.

25. The "rental-option" basis of paying for buses should be avoided if possible, owing to the extra expense, but it should be favored over the policy of contracting for needed transportation service.

The principal elements of the procurement process, in the order of their chronological importance, are as follows:

1. Make a thorough study of the legal provisions of the state governing the purchase of school buses.

2. Adopt general specifications after a thorough study of bus standards, needs of the district and state minimum requirements.

3. Prepare proper forms that make up the contract documents: (a) legal bid invitation form for advertising; (b) general conditions and instructions to bidders; (c) general specifications; (d) forms by which manufacturer may submit complete specifications; (e) bid proposal form (should be on first page of contract documents, so bid proposal can be easily read) and (f) form of purchase agreement.

4. Check for legality with district

attorney or legal adviser of the district.

5. Prepare enough copies for prospective bidders.

6. Publish advertisement of invitation to bid.

7. Distribute copies of contract documents to prospective bidders who request them.

8. Open bids and read them at a public hearing; adjourn meeting.

9. Tabulate and analyze all bids.

10. Make award to the lowest "best" bidder conforming to the instructions, conditions and specifications in the contract documents.

11. Make thorough examination and test of the equipment to determine if it complies with specifications.

12. Accept bus and make payment to manufacturer.

## Britain's Buses Still Run

### *Thanks to Preventive Maintenance*

**M**ANY methods for reclaiming and rebuilding available used parts of buses and trucks have been developed in England in order to make the most of existing equipment. The salient features of this type of preventive maintenance are as follows:

**Wheels:** Where ball or roller bearings have become loose in front wheel hubs, bronze welding has been used to build up the internal areas so that they can be rebored. Some hubs have been chromium or nickel plated.

**Front axle:** Chromium plating has been used to build up king pins. One operator has machined the king pins down and fitted undersize bushings. Another grinds the king pins down to a standard undersize and then builds them up to the regular standard with welding material after subsequent use.

**Axle shafts:** Axle shaft splines are built up and filled in with welding. The splines are then milled into the shaft in such a position that the driving face is of parent metal. Splines have also been built up with chromium plating.

**Springs:** Main leaves that have been broken adjacent to the spring eye have been converted into intermediate leaves. Shackle pins have been chromium plated. In addition to building them up to standard size, chromium plating doubles the life of the pins by providing increased resistance to wear and by preventing rust. Some pins have been machined down and fitted with undersize bushings.

**Cylinder heads and blocks; crankcases:** Cylinder heads have been sal-

vaged and leaks have been stopped by welding, metal spraying and cold welding. Welding and cold welding have also been used successfully on cylinder blocks. Valve seats have been built up by welding stellite onto the worn valve seat. Both cast iron and aluminum crankcases have been successfully welded and minor cracking of blocks and heads, resulting from leaking head gaskets, has been cured with bronze welding.

**Valves and valve mechanism:** Large valves have been turned down and used to replace those of smaller size. Valve stems have been brought up to standard size by chromium plating, or the valve guides have been filled with bronze welding rod and rebored. Some valves have been refaced with stellite.

**Pistons:** Pistons are removed at predetermined intervals for inspection. Worn ring grooves are turned out for oversize width piston rings. Worn or broken ring lands, including the top land, in aluminum pistons are welded solid and re-turned. Skirts are expanded by any one of several American processes. Tin plating has been used to prevent seizure of cast iron pistons.

**Crankshafts:** Both chromium plating and metal spraying have been used. There have been complaints that journals are not reliable to less than .002 in tolerance, which causes difficulties in line boring. This indicates that British machining is not up to American standards. Some operators use standard undersizes before building up the crankshaft, while others keep the shaft to standard to eliminate the necessity for several undersize bearings.

# LIVING *is a* LABORATORY

**R**EGARDLESS of our conventional concepts of desirable school attendance, there is sure to be much greater need for high school pupils to be absent during the busy seasons on the farm than there was before the Selective Service program took so many men from the rural communities.

Even in normal times a number of high school pupils in our rural community found it necessary to be absent from one week to two months of the school year. These pupils have had to stay out of school to perform work that their parents could scarcely afford to hire done even when workers were available in sufficient numbers.

In the past the high school at Gill, Colo., has followed a plan of make-up work for such pupils. This plan functions well except for the fact that work missed can never be entirely made up under a conventional system of school organization.

Then, there is always the problem of teacher load, which is of no little importance to teachers in rural areas. Rural teachers, as a rule, have smaller classes than do those located in metropolitan areas, but they have more subjects to teach during the day, in addition to a whole program of pupil and community recreation which makes heavy demands upon their outside time.

Furthermore, there are certain classes in which the work consists of practical class demonstrations, discussions and laboratory experiments, in which, under the conventional setup, each pupil must participate or be doomed to failure. It is assumed that if these classes are missed, the absentees have omitted some fundamental step in the procedure that must be taught again in order that these pupils may make a favorable showing.

A conventional scheme of 180 class recitations for a unit of credit is, therefore, difficult for both teacher and pupil and introduces a situation that closely resembles a penal sentence for all concerned.

One of the most important phases of any educational process is not taken into consideration in such a scheme. Life is full of rich and

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SUPERINTENDENT OF SCHOOLS  
GILL, COLO.

worth-while experiences that are of great educational value if they are properly organized and utilized. Most educators readily admit that the conventional school requirements of 15 or 16 Carnegie units constitute an artificial situation that does not always lend itself to the best interests of boys and girls who are not preparing for a life of scholarly activity. Neither does it conveniently articulate with the program of life that most youths will follow after graduation.

There should be no abrupt break in the orderly continuity of activities after graduation. Some plan that would offer a certain amount of formal preparation in addition to a number of real life experiences would be much more appropriate for those who do not expect to pursue a professional career. In order that the education of these youths shall proceed in an orderly manner,

such activities must be preorganized and subsequently directed in order for them to prove of much value. A hit-and-miss procedure will never lead to desirable goals.

Three years ago, I taught a high school class in problems of life. The class followed no textbook but pre-planned its work. The general technique followed was that of analyzing and attempting to solve any community or national problem in which the pupil felt a personal interest. Many sources of information were utilized, some of which did not exist at all in written form. An attempt was made to acquaint the class with problem-solving methods similar to those used in vocational, industrial and political life.

The greatest difficulties were encountered in getting away from school long enough to obtain certain information, in sufficient quantities and as it was needed, without interrupting the conventional standards of other classes. Some by-products of considerable value to the pupils were discovered in the procedure.





★ *Rural schools can assist pupils whose homes need their help in war emergency. Close individual guidance is more important than Carnegie units*

One senior girl, who found it necessary to be away from school during a rush season on the farm, remained at home in order to do the housework while her father, mother and older brothers and sisters worked in the fields. This girl selected and outlined a project which concerned the management of her home. She obtained the consent of her parents to manage the home and to handle the family finances during this period. The whole class cooperated in helping her to discover and plan for the important experiences that would be valuable to her and of interest to them.

In conjunction with the regular performance of her domestic duties, the girl undertook to write up a laboratory account of her experiences and to record her reactions in connection with them. The plan called for the analysis and organization of her work before it was begun. The task was to be named; the duties connected with it were to be outlined; the unusual experiences in-

involved in the performance of the task were to be recorded (these included difficulties encountered) and the success or failure of the task and how the situation could have been rearranged in order to provide a more economical return for the amount of effort expended was to be discussed. These records were to be preserved and brought to school upon her return.

This procedure caused the girl to rationalize tasks that she had previously performed in a mechanical manner. The number of rich experiences that she derived from these planned and rationalized procedures was surprising. They provided a motivating background for her work in other subjects. This was especially noticeable in her English work. It brought more forcefully to our attention the fact that life is rich in valuable experiences at any stage or in any form.

The greatest difficulty with most of our ordinary experiences is that they are not planned, analyzed, uti-

lized and related to the larger areas of experience. The minor experiences should and will change the entire area of past experiences if the relationship of the lesser to the greater is sufficiently definite.

Other experiments of similar nature that were undertaken by the pupils convinced me that much of the effort of boys and girls who have to be absent from school for a sufficient cause could be made profitable in their educational experiences if some foresight and planning were used to obtain such results. The problem is too broad to be solved through the efforts of a single individual or a small group. What is needed in rural communities is the reorganization of our high school system of credits so that the pupils can profit by the formal study of certain subjects while they are in high school and also take advantage of the natural and home laboratories and shops that are provided on practically every progressive farm.

One of the greatest deterrents to such a project is that rural high schools have been overly anxious to imitate the plans of large city systems where many educational aids that exist in a natural state on the farm must of necessity be supplied in an artificial manner. Another difficulty is created because of accrediting standards. Certain of these are not sufficiently flexible to make possible a program that is definitely fitted to the needs of rural boys and girls. If 15 units of high school work involving artificial situations are necessary prerequisites for college entrance, why would it not be possible to substitute for them a selected number of concrete experiences that are well integrated with the youth's experiences? The equivalent units could be arranged in such a manner that the youth who is forced by necessity to miss some segment of the artificial sequence would not be handicapped to the extent that he is under the present administration of standards. It might even be possible to write a few textbooks that utilize some of the resources at the command of the rural youth, if textbooks are necessary.

Photographs from the Edison Institute





# Language is *MUST*

## for a "Brave New World"

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THE STUDY of modern foreign languages is more necessary today than at any time in the history of the world. When the farthest corners of the earth are within but a few days' flying distance and the air is vibrant with foreign broadcasts, the educated citizen cannot rely upon English alone. We are no longer merely citizens of one community, state and nation; we are citizens of the world.

When the war is over and the United States comes to occupy a preeminent place in the shaping of the destinies of all peoples, we must throw off our smug complacency and learn to appreciate the point of view of those whose language and culture are different from our own. The great barrier of language has always held men apart and at sword points. A lasting peace is dependent upon the breaking down of barriers, the interchange of ideas and the development of mutual understanding.

Education for the twentieth century must mean more than an acquisition of skills and a preparation for making a living. Our culture must be broad to make possible happy and successful living with the rest of the world. Unless we teach in our schools the languages in which the great contributions to world knowledge are written, the next generation will be hampered in the search for truth, and our men of science, literature and art will be unable to cope with the problems of the future. Secondhand translations and digests have never adequately reproduced foreign books and articles.

American education must produce more than mere utilitarian results

visible to the young and myopic. The progressive dropping of humanistic subjects that have held their place for generations will result in a society pullulating with efficient robots but lacking in far-sighted leaders.

Had the Axis gangsters been capable of interpreting history from a background of wide reading rather than from history as twisted in German, Italian and Japanese schoolbooks, they would have been able to read the handwriting on the wall, which all tyrants aspiring to world domination have throughout history been forced to read in tears and blood. An educated, unbiased citizenry will not be puffed up with a superiority complex, believing erroneously that it is a superior race destined to rule all others. Acquaintance with the achievements of other peoples will forestall such fallacious notions, and hatreds will give place to sympathy and cooperation among nations.

The criticisms that have been directed against the teaching of foreign languages could justly be directed against any subject of the curriculum. Results in terms of broader background, better use and keener appreciation of the mother tongue, disciplined mental habits and an enriched living are not to be measured, weighed or fully appreciated.

No one should be so bold as to set himself up as capable of advising students against studying foreign languages unless he himself has mastered at least one to a fair degree of accomplishment. A diet of cream puffs and foods that tickle the palate will develop our youths into flabby, underfed adults, handicapped for

life. Our curriculum must afford intellectual foods that contain the vitamins which build mental strength and moral stamina.

At long last, the American people have come to the realization that the good neighbor cannot sit supinely in his ivory tower and demand respect, admiration and good will. The United States, recently considered the "Colossus of the North" by her sister republics to the South, is regaining the title of *primogénito*, or first-born of the American republics. Cooperation among the Americans has a new interpretation. The study of Spanish and Portuguese is being encouraged, for only through mutual understanding can profitable commercial relations and a united front exist against the encroachments that threaten the happy system of life in the Western Hemisphere.

Spanish and Portuguese, however, are not enough. Unless French and German remain a part of our education we shall lose contact with the rest of the world. In the immediate future, when our armies invade Europe and later aid in rebuilding devastated cities, there will be practical values in the knowledge of these languages. French has always been the language of diplomacy, the language universally understood by educated people. Its practical values in government and business are too numerous to mention. Much of our art, music and science, our high standards of social life, the finer cultures and ideas of democracy stems from France. After the war, myriads of tourists will visit France. It will again be smart to know French. French will never be outmoded.

Let us not handicap the youth of America by failing to offer French and German in our schools, along with Spanish and Portuguese. Let us encourage the mastery of one foreign language and, if possible, the development of a reading knowledge of several. A broad background of humanistic study and achievement will bring about an enrichment of life and experience that should not be denied the American boys and girls who look to parents and teachers for guidance. Let us look forward to a better world tomorrow and conscientiously prepare our boys and girls for the intelligent citizenship which the new world will demand of them.

# BULLETINS

## *Sell School Needs to Parents*

**JAMES E. PEASE**

SUPERINTENDENT OF SCHOOLS  
LA GRANGE, ILL.

**ALBERT J. HUGGETT**

CHICAGO TEACHERS' COLLEGE

THE term "community school" has often been used in speaking of efforts exerted toward making a school a real, vital, pulsating part of the community it serves. Too often, however, only lip service has been rendered to this idea and the working together that is implied in the term is more a matter of wishful thinking or of plans for the future than an educational aid.

La Grange, Ill., a suburb of Chicago, desired to make participation of the community a real accomplishment in the planning for the elementary schools. In the past, various efforts to enlist community cooperation have been made under the heading of school publicity or public relations. The philosophy behind mere information for the public is that of keeping parents and patrons posted as to what is happening in the schools. Relations with the public are conceived as being one-way in type, with the school doing the sending and the public doing the receiving. A true community school cannot exist under a one-way plan of transmission. Instead, it must be a two-way cooperative enterprise with the public being given an opportunity to contribute as well as to be informed.

Acceptance of this philosophy of encouraging public participation in the making of policies and the execution of plans caused the La Grange elementary school authorities to undertake the responsibility of bringing parents and patrons into contact with the school to the fullest possible extent. In order to have worthwhile participation, there must be understanding. Parent bulletins, in addition to such agencies as the

press, parent-teacher association, exhibits and entertainments, seem to be a way of giving the public the knowledge that enables it to take part democratically in the establishing of a real community school.

The plan of using parent bulletins, publications issued to the parents by the administrator and others, is simple indeed. It consists merely of periodically preparing and distributing duplicated bulletins that go to the home of every child enrolled in the school and to every other citizen who demonstrates interest. In District 102, 1400 copies of each bulletin were required to supply all parents and the others who desired them. The plan itself is not unique but some of its workings are.

The bulletin issued at the beginning of the school year is more elaborate than those that follow later. Concerned largely with acquainting parents with philosophy of administration and routine procedures, the first issue attempts to explain the things that parents should know in order to understand the general instructional program and the necessary regulations that are set up for their children.

The first 1941 bulletin began with a letter of greeting from the superintendent. This was followed by a general statement of the philosophy of the system in respect to educational practices and of the objectives for 1941-42. The philosophy of the curriculum in general, particularly as related to democratic living, and

of its general subdivisions, such as reading, arithmetic, social studies, science, language arts, art and practical arts, music, visual education, safety education and physical education, was then explained in some detail.

Most of the remainder of the first bulletin was occupied with regulations and suggestions relating to the school calendar for the year, absences, early dismissals, excursions, report cards, mid-term reports, length of class sessions for the various grades, school telephone regulations, office hours of principals and superintendent, instrumental music program and the school publications (including administrative bulletins, instructional guides, teachers' handbook and pupil handbook).

Considerable space was allotted to a discussion of homework, which is always a problem, and to the work of the parent-teacher association groups. The bulletin concluded with a directory of teachers and administrative officials and a price list of textbooks. This initial 1941-42 issue was prepared by a committee of teachers and principals and covered 25 letter size pages of planographed material.

A wide range of subjects is covered in the other bulletins. One bulletin was issued by the teachers' and parents' committee on safety education. The general theme was that of home safety. Individual topics were concerned with fire prevention, bicycle safety, traffic accidents and care in walking. Another bulletin discussed the aims and implications of American Education Week.

One of the most attractive bulletins of the year covered a variety

of topics. Among them were a discussion of what constitutes fundamentals, a statement in regard to citizenship objectives, a plan for developing good study habits and a plea for better use of the leisure time of the child. Most of the bulletins carry announcements as to coming events, such as exhibits, plays, graduation dates and parent-teacher association meetings. In all, there is evidence of widespread participation, although many of the items are written by the administration. In some of the bulletins parents have considerable voice. This was particularly true, of course, of the one on safety education. All issues, except the first, are mimeographed.

In the 1940-41 school year the first bulletin was mimeographed and sent home with the children in a specially printed envelope. Red ink labeling was used in printing these envelopes, and because they definitely showed that they were issued by the schools, they received considerable attention from the parents. The first bulletin of the 1941-42 school year was planographed and bound in an attractive gray and blue binding, which, because it was durable, did not require an envelope.

It is difficult for school authorities to obtain comments from the parents. One must usually do this by round-about methods because few parents will give school authorities a direct negative response, either verbally or in written form. Recently, however, parents were asked to express themselves anonymously in respect to various policies and practices of the schools. Whenever they were mentioned, the parent bulletins received high praise.

Another test came when the superintendent asked the parents at the parent-teacher association meetings of the various schools to state whether they had been receiving the bulletins. If pupils had not been taking these publications home or if parents had not been reading them, one might reasonably expect the fathers and mothers to indicate that they had not been receiving the bulletins. In a total of three P.-T.A. meetings, only a few parents indicated that the bulletin had not been received. There is, thus, every indication that the publications occupy a valuable place in the parent-school and public relations' programs.

# Minutes Count

ROALD F. CAMPBELL

SUPERINTENDENT OF SCHOOLS, PRESTON, IDA.

**D**URING the fall of 1940, a study was made of the school board minutes in 40 cities of more than 25,000 population in nine western states. Respondents in 34 of the cities answered all or most of the questions asked. In three cases a letter was received in reply but the questionnaire was not checked.

In addition to examining the returned questionnaires and the copies of the minutes supplied, I have visited 12 of the school districts and spent two or three days in each one reading the minutes kept during the last decade and selecting certain excerpts as data for this study. In the recommendations that follow, I will draw both from my experience in reading the minutes in these 12 cities and from the replies to the questionnaire.

1. Minutes of school board meetings should be kept as a public record. There is no excuse for obscuring the acts of public officials. One wonders what justifiable reason six out of 37 of our largest western cities can have for refusing access to their school board minutes.

2. Roll call procedure should be followed on every motion placed before the board. This roll call should show ayes, nays, absent and passing. Such a practice would obviate the necessity of turning back to see who was present, who was absent, who left the meeting or who may have arrived. Moreover, the record of public servants would be unmistakable.

3. Practice and common sense would dictate that agenda should be carefully prepared for each school board meeting. These agenda might well be used to facilitate the keeping of the minutes, but they should not be reproduced in the minutes to the exclusion of all discussion that may have occurred in the board meeting. Discussion on important questions considered by the board ought to be given in brief summary. In my opinion, the minutes should reveal the atmosphere of the meeting in addition to the official action of the board.

4. By all means, topic or marginal headings should be employed in the minutes. Districts of any size can follow this practice even when indexing may be out of the question. These headings need to be made with some discrimination. It does little good to use such a heading as "superintendent's report," for example, as there may be a dozen different items in the report. On the other hand, the marginal heading "sabbatical leave granted John Doe" would be much more useful. Such a heading could always be located quickly and it is specific.

5. In the larger school districts the minutes should be indexed. Here, again, discrimination should be used or the index classification will not tell all it should. In Los Angeles one employe in the office of the secretary of the board does nothing but keep up the index and find information when it is needed. In Portland every item of business is given an identification number. This number is used in the minutes, the index, in correspondence and even in the accounting system.

6. For ease of examination the board minutes should be kept in loose-leaf binders. If an adequate filing system is provided for the binders, there seems to be no reason why the minutes need to be permanently bound. These binders should not be too large, for when they are full they become heavy and awkward to handle.

7. It would seem inadvisable to clutter up the minute book with a number of pasted-in reports. When a report must appear in the minutes it should be copied in, the customary form and a marginal heading being used. A separate file of such reports might well be kept and these reports could be cross-indexed with the minutes.

8. Students in school administration might well make more use of school board minutes as a source of research data. Particularly would this be true if minutes were kept more carefully so that the facts were clearly revealed.



# WHO WINS *Interscholastic Debates?*

A FEW years ago every school debate coach made a desperate attempt to win debating contests regardless of the methods used. The policy was to win if the coach had to sit in the back of the room and use code signs, throw threatening looks at the debaters and fight with the judges.

Win at any cost was the slogan. Character building was of minor importance; a salary increase for the coach was the chief objective. The coach's picture in the newspaper was of far more importance than training for citizenship. Under such a system of lie, cheat and slander in order to gain a flimsy decision, debating became an outcast in the better schools—and rightly so.

Today, debating is conducted on a higher level but there is still much room for improvement. Let us examine some of the current practices in coaching debating teams.

Early in the fall the debate coach surveys the student body for the best available material. Then he attempts to validate his judgment by going through the permanent record files to obtain a complete history of each prospect. After the process of elimination has been completed a few superior pupils are notified to assemble in conference with the coach.

When the debating teams (usually one affirmative and one negative team; sometimes just three debaters, the regular team and one alternate) are organized it is understood that they are expected to win their forensic engagements. It is with this aim in mind that all preparation is made. The coach compels the debaters to work late at night, on Saturdays and through practically every Sunday during the debate season (October until May) in order to perfect deceptive debate strategy.

If the speeches constructed by the debaters are not entirely satisfactory to the coach, he writes the addresses and requires his protégés to memorize them. The "win the decision" philosophy encourages pupils to alter statistics and quotations in an attempt to conquer their competitors.

As soon as the speeches have been completed strenuous drill com-

*Do school prestige and winning justify loss of participation by the many who need speech training?*

**RUSSELL TOOZE**

DIRECTOR OF SPEECH  
BISMARCK SENIOR HIGH SCHOOL  
BISMARCK, N. D.

mences. Each debater is given hours and hours of intensive training by the coach, faculty members and, sometimes, by expert critics. Throughout the polishing process the speakers are admonished to convince the judge. Nothing else matters if the judge can be persuaded to award them the decision. It is further impressed upon their minds what "big bums" the student body will think they are if they lose. The coach gives them the final shot in the arm by telling them that he will get fired unless they turn out to be ultra-successful debaters.

How do I know that this is true? Because I have debated under reckless coaches who held the "win the decision" club over my head. Too, some of the best debate coaches in the country have told me the tactics they use on their debaters. At the conclusion of preliminary training the pupils are so saturated with the "we've got to win" spirit that they will go far beyond all ethical procedure to defeat their opponents.

At last the big day arrives. The verbal gladiators square off on the platform in an all-out endeavor to win. The most powerful eloquence and deceitful strategy at their command are brought into play. For one hour they harangue at the poor judge. None of the debaters cares what the audience thinks; it is the critic's opinion they are after. When the debate is over and the judge announces his decision, the losing side all too frequently begins to complain and accuses him of being incompetent. In short, the debaters think that they know all that can be known about the question under discussion. Anybody who differs with them is absolutely wrong.

In recent years debate coaching and debating have been reborn under the able leadership of such men as A. Craig Baird, A. T. Weaver, E. C. Buehler and others. The basis of their teachings is rapidly growing in the secondary schools. In harmony with their far-sighted policy unlimited pupil participation in debating is being urged.

To beat one's own record is the greatest achievement in life. Giving the other fellow a forensic trimming does not signify excellence. Many a contest winner is, in reality, the loser.

I am in favor of abolishing all interscholastic competition. It is unjust to the student body to glorify a limited number of individuals. Why train three or four debaters when 75 or 80 want to take part? Why coach five contestants in declamation work when 100 boys and girls want to participate? Why prepare only one orator when 25 boys and girls want to speak? Every pupil should be encouraged to take an active interest in speech work.

A practicable and workable plan is now being carried out at Bismarck High School, Bismarck, N. D. Two years ago we instituted a debate program in which every pupil participates. Debating is made a part of the regular curriculum and the year's work culminates in a school tournament. Public discussion conducted in this manner is fun. This plan has been so successful that our entire speech program has been set up along the same lines. No longer do Bismarck High School pupils take part in speech contests of any kind.

The noncompetitive plan will be successful in any school, large or small, if the administrator and the teaching staff are convinced of the validity of the idea. The "win the decision" philosophy should be permanently eradicated from the speech program and supplanted by the rule of unrestricted participation.

## *For Better Food Standards*

HARRIET STONE

SUPERVISOR OF NUTRITION, PUBLIC SCHOOLS, NEWARK, N. J.

THE school lunch has grown out of a need long recognized by the teachers who could not stand hunger-haunted faces staring at them all day long. "How can we teach children who are half starved?" they pleaded, and teachers shared their lunches with children who looked the hungriest—some one day, others the next. Many teachers have often given away their whole lunch and gone without themselves. But this was no way to solve a problem that affected 9,000,000 children.

The school staff has sometimes contributed to a common fund to help the neediest children or some civic or charitable organization has contributed what it could. Perhaps the parent-teacher association undertook to serve a lunch, contributing time and labor to prepare and serve it, as well as the materials that went into it. But all of these were efforts that grew out of pity for hungry children.

### **Charity Is Not Enough**

The aim of such efforts was to relieve hunger. They did what they could and in some instances they did a noble job but, in general, they were measures to relieve a dire need, not to meet a huge problem squarely and to solve it. A problem that involves such a large proportion of the school population cannot be solved by volunteer service and charitable contributions.

When we step outside of the picture for a better perspective, it seems strange that school authorities have side-stepped this responsibility for so long and are still so doing in some places. Schools do not accept volunteer service in the classrooms nor do they depend on voluntary contributions for their textbooks or other materials of instruction.

School authorities are selected groups charged with the responsi-

bility of running the schools for the community. The schools, after all, do belong to the community, are built and maintained by the community for the benefit of its children. But the community as a whole is not close enough to the operation of the schools to recognize all the existing problems and must depend upon this selected group to find and present them. School authorities can move only as fast and as far as they can carry their communities along with them. But what community will refuse to care for its children if it is convinced that a real need exists?

Perhaps the fault lies in the fact that though we in the schools have recognized the needs, we have not been articulate or convincing enough to get action. However, it is most encouraging to know of the number of schools throughout the country in which school lunches are now functioning and in which thousands of children are being helped, physically, mentally and morally as a result.

When the schools do assume responsibility for developing a school lunch program, it can no longer be just for the purpose of handing out a little food so the children will not be quite so hungry. The school lunch becomes a part of the school curriculum; it is one of the most important activities of the school day and should become one of the most interesting and valuable educational activities. The school lunch must now carry a dual responsibility: it must contribute the greatest amount of nourishment possible and it must help to educate and develop a standard for the right kind of a lunch.

If the school lunch is to be an educational activity, that is, to offer experiences through which the boys

and girls may learn, we must be sure it offers the right kind of learning; it must, therefore, be the right kind of lunch. Nutrition education in the classroom must be substantiated, demonstrated and supplemented in the lunchroom.

The school lunch should consist of the foods that are recognized as the best for children—the best for growth, for health, for vigor and stamina of both mind and body, foods that will help to raise the level of nutritional status for the pupils and for the nation.

### **Poor Food Is Inexcusable**

There is no excuse for serving inadequate or poor lunches from the nutritional standpoint because we have not only the experience of many generations but the results of 150 years of scientific research in the field of nutrition to guide us in our work.

Think for a moment of the English department. The teachers in that department have a high standard—only good books, the best in literature, not second best. They do not think for a moment that they should let the pupils read questionable literature just because a corner bookstore or newsstand has it on its shelves.

How often have we heard it said, however, that we must include candy, chocolate milk, hot dogs or soda pop in the cafeteria because if we do not the pupils will go across the street to the store and get them. Of course, pupils can do the same with questionable literature but that does not cause the English department to break down and bring it into the school.

Wherein lies the difference? Is it because the school lunch is too often thought of as being just a plain business proposition divorced from

From a speech delivered before the New Jersey School Lunch Conference.





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professional standards and not an important part of the educational program?

When that is true, when the school lunch is just a business proposition, it will, of course, have to compete with the push cart and the corner store. If the school lunch is an integral part of the professional education program of the school our aim is not one of competition but rather of education. Undeniably, our education will have to be effective or many boys and girls will still turn to the store across the way or to the push cart in the street. But is that not true of the English department as well? If teachers are not successful in creating an interest in the best literature and helping pupils to develop some standards to guide them in their own selections, won't they then go to the corner store or newsstand and select anything that happens to appeal to them, good, bad or indifferent?

So, when the school lunch is not functioning as it should, perhaps we are partly to blame. Perhaps we have not been professional enough in our attitude toward it or in our handling of it and, thus, we have failed to incorporate it as a vital and interesting part of the school educational program.

If this situation is to be changed we must do it. We must lift ourselves by our own bootstraps until the school personnel and the community at large recognize the school lunch as an indispensable part of the educational program and no longer think of it as just a place to buy food to satisfy the whims and fancies of untrained, uneducated appetites.

This should be our nutritional standard: to serve only those foods that are recognized and approved as the best for health, growth and vigor and those that contribute the greatest amount of food value for the money that can be spent for them. Why, for example, should we serve a drink that contains only water, a little sugar and flavoring, the food value of which is perhaps  $\frac{1}{2}$  per cent, when we can serve a bottle of milk for the same money? Or why serve a bottle of milk that has been partially skimmed then flavored and colored with something else, when a bottle of whole milk

costs the same? We must keep real values before us when we are trying to decide what we will offer through the school lunch.

Some schools have a bad practice of selling candy in the lunchroom at all hours of the day and as much as any pupil can buy. Children are munching rich, "gooey" candy all over the school. Money is being spent for candy that is needed badly for vitamins, minerals and protein—none of which is supplied by the candy. Furthermore, if, as most of the dental authorities believe, sugar is destructive to the teeth, these lunchrooms must take part of the blame for the large number of our children who have carious teeth.

Just what proportion of the pupils' dietary needs should be supplied by the school lunch cannot be stated arbitrarily. In underprivileged communities in which the family incomes are below the level necessary to purchase adequate food the responsibility of the school lunch is particularly heavy. The school lunch may provide the only opportunity for an adequate meal in the whole day and, in addition, the lunch may need to help make up deficiencies

in the other meals served at home.

For the more fortunate children who can have two adequate meals at home the school lunch must still aim to carry its share of the day's requirement because children cannot always make up in two meals the deficiencies of the third. It is suggested that from one quarter to one third of the day's requirement of calories, protein, vitamins and minerals should be supplied by the noon lunch. For the less fortunate, perhaps from one third to one half of the essentials should be our aim.

There should always be available such foods as milk, soup and fruit served at the lowest price possible to supplement lunches brought from home. We must make these essential foods attractive in both appearance and flavor. Sufficient time to eat lunch is an essential part of the nutritional, as well as the social, standard. At least thirty or forty-five minutes should be allowed.

With the attention of the whole country focused on nutritional needs we have a unique opportunity to expand and improve the school lunch with the almost certain support of our communities.

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## FOOD FOR THOUGHT

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### Fifth Graders Study Nutrition

The cafeteria was selected recently as a project by the fifth grade children of the demonstration school at State Teachers College, Towson, Md. They distributed milk to the small children at recess and assisted with various duties in the cafeteria, such as helping the tiny ones to carry trays, placing milk on counter, serving water and seating pupils and faculty. So great was their enthusiasm that a unit on nutrition seemed timely.

Under the guidance of the college dietitian the children studied food nutrients, their functions and most common sources, and daily requirements. Sample lunches were set up and criticized and reports were made on magazine and newspaper articles. The climax of the study was an exhibit and program witnessed by the entire student body, faculty, guests and student teachers, which featured an entertaining skit written by Juanita Greer, director of food service. As a result, pupils throughout the school have become more nutrition conscious. They eat

better balanced lunches, select whole wheat instead of "white" bread and buy more fruits, salads and plain milk than ever.

### Using Dehydrated Foods

Considerable research is being conducted on methods for dehydrating foods, with particular attention devoted to milk, eggs, vegetables, fruits and soup mixes. In addition to the obvious savings in shipping tonnage and space, food in such form can be packaged in nonmetal containers thus contributing to the conservation of tin plate. Substitution of dehydrated products for the natural or processed varieties presents problems for dietitians. Those interested in exploring its possibilities will find much helpful information in Bulletin No. 262 issued by the New York State Agriculture Experiment Station, which reviews in detail the nutritive value of dried and dehydrated fruits and vegetables. In war time dehydration offers obvious advantages; its place in food markets during peace times is doubtful.

# *Audio-Visual Aids*

## *Speaking for Sound Films*

**S**ILENT film enthusiasts are still offering objections to sound film projection and these under close scrutiny are found either to be incorrect or actually to give advantage to the sound film.

The objection most frequently raised against the sound film is the seeming inflexibility of the recorded narration. True, the methodology of the use of visual aids often makes it desirable that the film be used two or three times in the same class and the commentary that will fit one situation will not be satisfactory in another. Likewise, the vocabulary level of a sound film does not always fit the grade level to which the pictorial content is being adapted.

Let us assume for the moment that the silent film enthusiasts are correct in what appears to be a shortcoming of the lecture type of sound film. The question then arises, what does the silent film offer to compensate for this apparent defect? The answer can only be a combination of written titles and teacher commentary.

### **Titles Cannot Be Changed**

Certainly, written titles and the ablest teacher supplement present no real solution to the problem of vocabulary and flexibility. If the silent film is titled with a vocabulary of the twelfth grade level, the titles must remain unchanged in every presentation, even though they may not be understandable in some classes. In the event that the teacher tries to supplement the written titles with his own commentary, the pupil is distracted by the recurrence of the printed titles throughout the presentation of the film.

What, then, of the lecture type of sound film with a verbal commentary that may not fit the particular purpose for which the film is being shown? At this point one of the striking advantages of the sound film (often overlooked) is apparent:

**MAURICE E. TRUSAL**  
DIRECTOR, AUDIO-VISUAL INSTRUCTION  
WILLIAMSPORT TECHNICAL INSTITUTE  
WILLIAMSPORT, PA.

the pictorial material can be presented without the prepared commentary by turning off the sound unit. This enables the teacher to present, without the distracting influence of written titles, a commentary that is pertinent to the lesson at hand and is on a vocabulary level commensurate with pupil ability.

It is often assumed that since the silent film operates at a slower speed than the sound film it contains more actual picture than the sound reel of equal length.

Does the running time alone constitute a basis for such a conclusion? If both the sound and silent film were composed only of pictorial material, the difference in running time between 11 minutes, the average running time for sound, and 15 minutes, the average running time for silent, would give a decided advantage of picture content to the silent film. However, this is not the case. Surveys have shown that some silent films contain as much as 33 per cent title footage. Remove the titles from a silent film and it will hold little or no picture advantage over the sound film.

The cost of sound projection equipment is frequently advanced as a major point of argument by silent film enthusiasts. One frequently hears the statement that projection equipment for silent films is relatively inexpensive. Might it not be more correct to say that a silent projector costs less than a sound projector? For after all, whether an article is expensive or inexpensive depends partly upon the number of uses to which it is put. If our only need is for equipment to project silent motion pictures, it would be unwise to purchase, at additional cost, equipment for sound projection.

Under those conditions, the sound projector would rightly be classed as an expensive piece of equipment. However, the needs of the average school system extend beyond silent projection. The wide-awake teacher and administrator should be interested in providing facilities for the projection of both silent and sound motion pictures, in addition to public address and record playing. These additional advantages can be acquired for approximately \$20 more than the cost of a sound film projector. Many needs of the school are thus taken care of in one piece of equipment. Of course, you are paying more than you would expect to pay for a silent projector, but you are getting more.

### **Values Found in Sound Film**

A statement of the values inherent in the sound film needs no defense. However, for the sake of completeness, the points of strength of the sound film that are most generally accepted are as follows: A close approach to reality is achieved through a combination of auditory and visual concepts. Oral commentary, prepared by an authority, is unvarying and carefully synchronized with the pictorial material. It is unnecessary to interrupt the pictorial theme with explanatory titles. The pupil's attention is directed to important aspects of the film content as it is projected.

Many silent film enthusiasts and many economy-minded administrators have failed to realize the potentialities of the sound film as a teaching aid. Since the sound film is a newcomer to this field, it is only natural that there should be a certain amount of hesitation by educators in adopting it. At the same time, the case for the sound film should be given a fair hearing and doubtful points used in comparing the silent and sound film should be critically analyzed.



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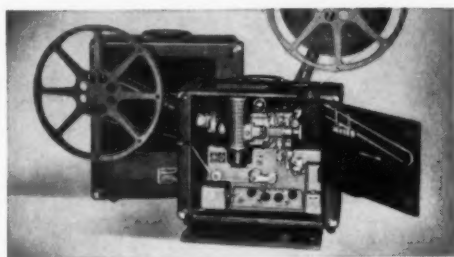
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# Chalk Dust

Frederic M. Jaffee

*The summer days have slipped away  
and autumn is at hand;  
September! And the school bells are  
ringing through the land.  
In hamlet, town and city the bells call  
clear and high  
A message to a people whose faith shall  
never die.  
The school bells of America are sound-  
ing everywhere  
Proclaiming loud a vision in which all  
people share;  
Recalling days of yesteryear when folks,  
who would be free,  
Determined that their children should  
build democracy;  
That children of the rich and poor,  
of high or humble birth,  
Should equally inherit the wisdom of  
the earth.  
September! Once again the school bells  
sing their song of joy  
An invitation and command to every  
girl and boy.  
The school bells of America ring out  
exultantly:  
"Ye shall know the truth, my children,  
and the truth shall keep you free."*

## The "Little People"

OUR salute of the month goes to those school teachers who start back to school this month determined to do the best job they know how - the little Principal who runs the central school at the cross-roads on a per-pupil cost that can't be referred to in polite society, the gal who principals an elementary school where homogeneous grouping means no more than three grades to a room.

Who are these little folk? They are the ones who, after a ten hour day and 30 themes, struggle through the books written by their superiors and try to translate the grand pedagogical theories into life, who study the Curriculums of Important Committees with the hope of breaking them into more digestible morsels for weaker tummies.

In their spare time they serve as advisers in philosophy to their communities; as information bureaus to hard-pressed workers of cross-word puzzles; as curbstome dictionaries for the settlement of disputes; as psychiatrists, physicians, healers, medicine men and authorities on the love life of adolescents or the care and feeding of children.

They are the bell ringers and corridor picker-uppers. They are the removers of debris from the playground and pacifiers of perplexed parents. Despite the fact that the highest elective office they ever reach is acting secretary for the Home School League, in reality they are one man Rotary Clubs and one woman social workers of the smaller communities.

Comes war and they enlist as air raid wardens, sugar rationers, model airplane builders, first aiders, controllers of refugees, map readers, radio commentators and changers of flat tires on school buses.

Lincoln said that God must have loved the little folk because he made so many of them. Lincoln must have had in mind the school teachers in the smaller communities, who, though lightnings flash and thunders roar, go about their work giving a little help and guidance where it is most needed, a word of cheer to those whose courage is weak, a lesson in democracy to boys and girls bewildered and afraid, and giving a bit of themselves to their community and their country.

## Askit-Baskit

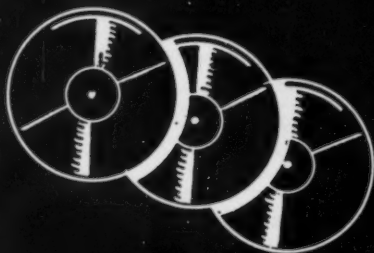
DEAR EDITOR: I see by your valuable publication that you are prepared to answer questions which arise to trouble your readers.

A few months ago I had to release a teacher because she said she didn't like my face and that she was going to make trouble for me. Shortly after she left the school, she was elected to the board of education. She got the board to cut my salary in half and double my hours of work. The board made me teach four extra classes in algebra and ride the school bus to keep order. This teacher persuaded my faculty to rise up against me and got the parents to petition the board for my dismissal. Her husband threatens to beat me up, her children throw rocks at me and she snubs my wife at the Sewing Circle.

Last week this woman called on me and said, "I don't like your face and I am going to make trouble for you." My question is this, Mr. Editor, can this woman really make trouble?

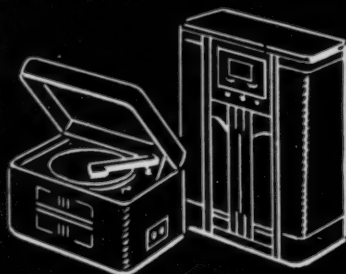


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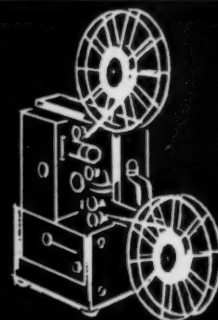
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Some dealers still have them in stock. Buy one or borrow one and keep it running for your students' benefit.



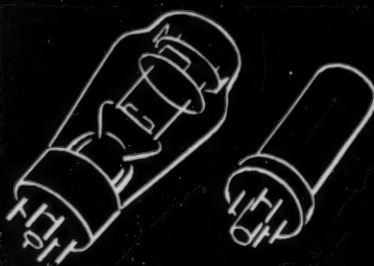
### 3. RCA 16MM SOUND MOVIE PROJECTORS

Educational and morale building films are very effective. Keep your RCA projector in condition and in use.



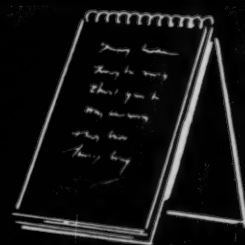
### 4. RCA SOUND EQUIPMENT

Communication between classrooms is an important aid to administration. Your RCA distributor can give you sound advice for keeping your present system in good shape.



### 5. RCA TUBES

Replace worn tubes with new RCA tubes and your equipment will last longer, perform better. Ask your dealer for a check-up.



### 6. OTHER AUDIO- VISUAL AIDS

Additional RCA Victor Audio-Visual aids for your list of post-war purchases—RCA Recording Equipment • RCA Test and Laboratory Equipment • RCA Broadcast Equipment • RCA Transcription Reproducers • RCA Amplification Systems.

• • • IN THE MEANTIME KEEP BUYING WAR BONDS • • •

## RCA VICTOR

### AUDIO-VISUAL SERVICE

Educational Dept., RCA Manufacturing Co., Inc., Camden, N. J.





## CONTINENTAL Chain Link FENCE



When you buy fence protection for any institution, remember that only Continental Chain Link fence has fabric made of KONIK—a new steel containing copper, nickel and chromium for greater strength and rust resistance "clear through." With Continental fence you get sturdier posts, bracings and fittings.

While the delivery of chain link fence is controlled by emergency orders, we will be glad to help you in planning for your future needs.

**FREE**—Write for a free copy of "Modern Property Protection." Address—

**CONTINENTAL STEEL CORPORATION  
KOKOMO, INDIANA**



\*During the emergency KONIK will not contain the standard amounts of copper, nickel or chromium.

**CONTINENTAL**  
STEEL CORPORATION

## News in Review

### Priority Regulations Clarified

WASHINGTON, D. C.—The schools and institutions section of the Bureau of Governmental Requirements has the responsibility of serving 265,000 schools, colleges and universities, in addition to hospitals, churches, libraries and welfare institutions to the extent of another 225,000 units.

Owing to the increased tempo of our war effort and the rapid development of the War Production Board it is increasingly difficult for the schools to keep up with the proper procedures necessary to obtain supplies and equipment for their institutions. The following suggestions have recently been issued by Washington officials to aid the public schools and to help in reducing the stream of needless questions now reaching Washington.

**Policy.**—In the first place, it was pointed out that the policy of the War Production Board is to keep educational institutions and hospitals operating as long as possible at a level attained previous to Pearl Harbor, but that does not mean that expansion of any activities can be considered unless they are essential to the war effort, the authorities stated. Even in maintenance it is necessary to effect substitutions and to postpone the use of scarce and critical materials wherever possible.

**Orders.**—Orders issued by the W.P.B. come mainly under four classes: general priority orders and the P, M and L orders. General priority orders are numbered from 1 to 11 and cover general procedures in connection with priorities, inventories, allocation classification and requirement plans.

P orders are issued as specific authority to apply a preference rating by endorsement of a certification on the purchase orders issued to a supplier. For instance, Order P-100 allows a rating of A-10 to be assigned to purchases of supplies for repair, maintenance and operation of schools, colleges and institutions. M orders are conservation orders issued to control the manufacture or distribution of critical metals, chemicals and other supplies. L orders are limitation orders issued to prohibit deliveries of certain items or classes of items except under terms provided by the order.

**Forms.**—The two principal forms to be used in connection with institutional procurement are PD-1A and PD-200. PD-1A is used to apply for preference ratings for items or materials in one class (except construction or expansion) when such items cannot be obtained

without priority assistance. PD-200 is used to apply for a project preference rating for any expansion of facilities involving construction. Other forms are used in connection with P, M and L orders when specifically required by such orders.

**Procurement of Supplies.**—Purchases may be made: (1) without preference ratings, (2) with automatic preference ratings for certain classes of items and (3) by making application to the W.P.B. for a preference rating on forms provided for that purpose.

1. Every effort should be made by a school to obtain items without using any preference rating. If one source of supply cannot furnish what is wanted, other sources should be contacted. If the exact item is not available, a substitute that will serve should be accepted. Applications to Washington for a priority should be a last resort, to be used only in cases of urgent need.

2. When needed items cannot be obtained without priority assistance, schools and hospitals may assign an A-10 rating for supplies used for repair, operation and maintenance in accordance with the provisions of Order P-100. No permit is required from Washington but the terms and conditions of Order P-100 must be carefully followed.

3. When it is necessary to request special priority assistance from the War Production Board, application should be made on Form PD-1A and *not* by letter. Ratings can be assigned only by a certificate processed from a written application on Form PD-1A unless items are for construction or expansion in which case the proper form is PD-200.

**Construction and Expansion.**—The construction of new buildings, alterations and remodeling must be reviewed critically because of the necessity for conservation of scarce materials for the duration of the war. Before making application for project preference rating involving expansion of any kind, it is urged, every effort should be made to use existing facilities to the utmost and to postpone until after the war all construction not absolutely essential to our war effort. Any such expansion, even if it is approved, will have to be undertaken with a minimum amount of critical materials, and preference ratings will not be extended for the use of structural or reinforcing steel; steel plate; copper or brass fittings; nonferrous flashing, hardware or roofing; steel sash; bronze valves over 2 inches; bronze screen; signaling or call systems; and a

## VICTOR AT WAR

Victor Craftsmen are producing increased numbers of Victor Animatophone 16mm Sound Motion Picture Projectors to speed the tremendous training job involving millions of men and women in the Armed Forces, in Industry and in Civilian War Life. Today — and as long as necessary — Victor's total effort, facilities and resources are devoted to —

**COMPLETE VICTORY.**

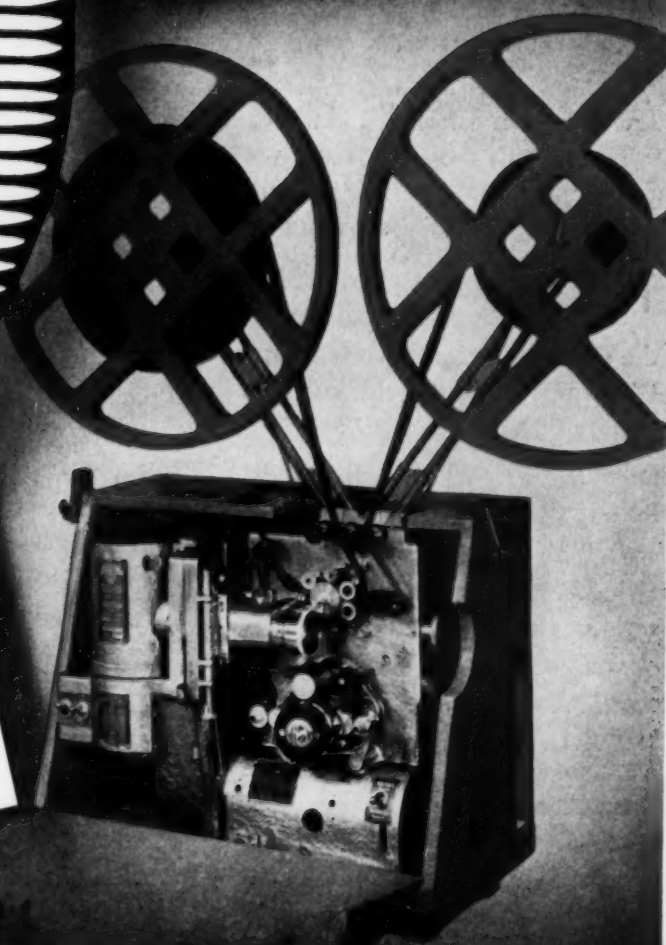
## NOW MORE THAN EVER

Victor urges—Conserve sound motion picture projectors. Increased use of sound films for all teaching and training purposes demands constant, uninterrupted service. Good care and regular checkup should be made. Victor's nation-wide, trained organization is at your service.



## VICTOR—AFTER VICTORY

Carrying on its Traditional Leadership for fine tools for Education, Victor Equipment will "swing into action" after the war for a new peacetime progress and reconstruction. Since Victor gave the World the first 16mm Camera in 1925, Victor has always assumed the responsibility — and will continue in the future — to pioneer the important developments in fine 16mm motion picture equipment.



**VICTOR ANIMATOGRAPH CORPORATION**

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# How to S-T-R-E-T-C-H Your Budget



## WITH DEVOPAKE A PAINT THAT L-A-S-T-S

**5** sound reasons why your School needs this new 2-in-1 wallpaint sensation:

1. Gives you a tough, durable finish . . . one that can stand the gaff anywhere in your school. We urge you to test the washability of Devopake against any paint you may have used in the past.
2. Only one coat necessary. Unsurpassed hiding. Hides solidly in one coat over any type of surface . . . plaster . . . wood . . . metal . . . wallboard . . . wallpaper . . . brick . . . concrete.
3. A truly flat wall finish . . . diffuses as well as reflects a maximum degree of available light, thereby creating proper seeing conditions throughout your school.
4. A 2-in-1 product . . . self-sealing . . . primer and finish coat all in one.
5. Kick your inventory problems out the window. Stock only the one product . . . "Toners" give 18 beautiful colors to spread cheer and a feeling of well-being through your school.

*These are only 5 of the many reasons why you should investigate DEVOPAKE. Send today for more detailed information about this remarkable new one-coat, oil base paint.*

<b>DEVOPAKE &amp; RAYNOLDS CO., INC., DEPT. DMP. 9, 44th ST. &amp; 1st AVE., N. Y. C.</b>	
NAME _____	
SCHOOL _____	
CITY _____	STATE _____

host of other items. The type of buildings that are needed by institutions for permanency and for low maintenance cost cannot be undertaken during the present emergency. At the conclusion of this war, the authorities state, our economy will be greatly benefited by a backlog of a high type of construction to help absorb the country's enormous productive capacity and to taper off the conversion from a war to a peace economy.

**Laboratory Supplies and Equipment.**—One of the most important problems facing institutions is the procurement of laboratory supplies and equipment whether for research, testing or instruction. Manufacturers of laboratory equipment must first supply the needs of the armed forces and many plants are being converted in order to supply items exclusively for the victory effort. It must be a general policy, therefore, that, while expendable supplies can be obtained in order to maintain present laboratory teaching schedules, expansion of courses that require additional equipment will have to be critically reviewed and preference ratings will be recommended only in the most urgent cases.

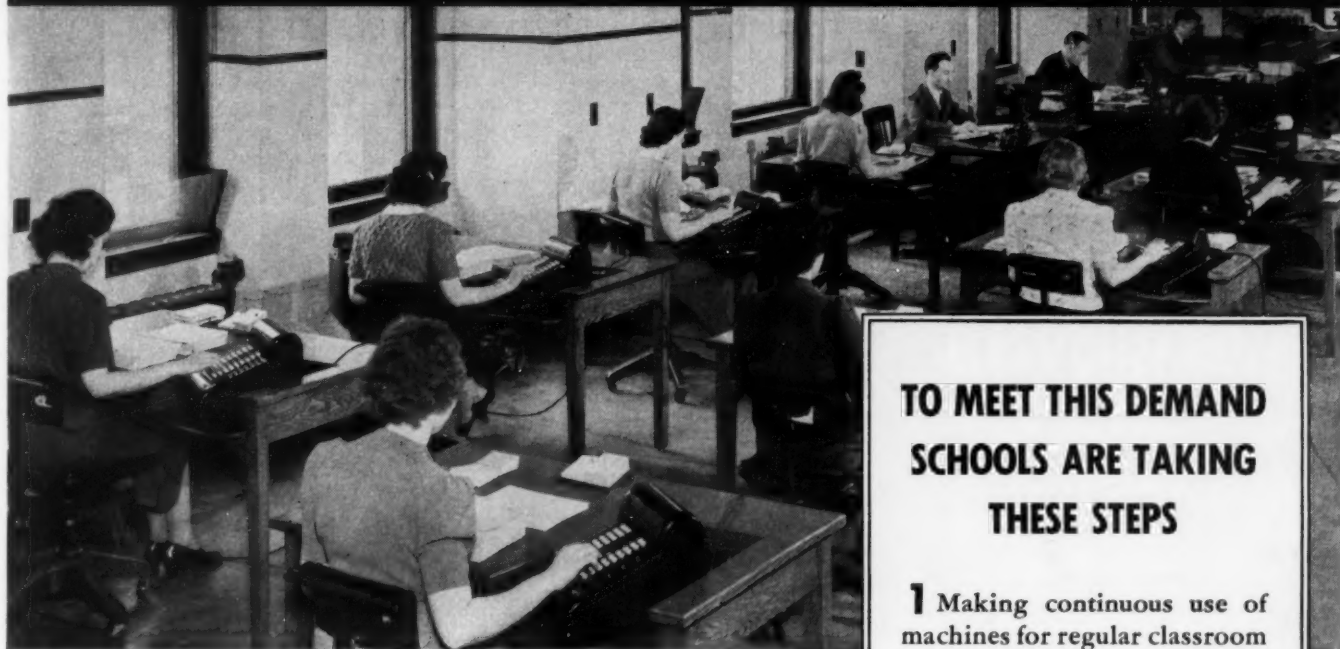
Applications for such consideration should never be made when substitute apparatus or other equipment is available or can be made available or if there is similar material or equipment within the institution that is not being used twenty-four hours a day. Scientific equipment is so critical that every institution should cooperate to keep such applications to a minimum if they cannot be eliminated entirely.

**Conservation.**—A conservation program should be undertaken by each institution in order to keep all equipment in the best possible repair for use as long as possible. Office equipment, such as typewriters, adding and calculating machines, duplicating machines and dictating equipment, should receive frequent and regular inspection. Expert repair service should be provided when necessary. Such equipment can give long and satisfactory service if it is properly maintained, Washington officials pointed out, and there is no justification for frequent trade-ins.

The same policy should apply to all equipment and apparatus. Power machinery, automotive equipment, farm machinery, motors, electrical and control apparatus, elevators, laundry machines, pumps and experimental laboratory equipment, all should be conditioned for satisfactory and continuous operation without replacement, having repair parts installed if necessary. Frequent and regular care should be given to oiling and greasing service so that bearings will not burn out and damaged parts result, thus avoiding costly breakdowns and interruption of essential services.



# SKILLED OFFICE MACHINE OPERATORS are at a premium everywhere



## Now is the time to intensify office machine training in your school

Is your school doing all it can to meet today's vital wartime need for competent office machine operators?

Are you taking steps to expand your office practice instruction courses? Are you urging more students to develop office machine skills? Are you giving more intensive training, so that students may become competent operators in a shorter time?

In studying how your school can best meet this critical demand, let Burroughs help you. The Burroughs Educational Division offers practical assistance in getting the maximum classroom use out of your present machine equipment; provides sound counsel based on the newest operating techniques, practice programs, texts and materials. Call your local Burroughs office, or write direct to—

BURROUGHS ADDING MACHINE COMPANY  
DETROIT, MICHIGAN

# Burroughs

### TO MEET THIS DEMAND SCHOOLS ARE TAKING THESE STEPS

**1** Making continuous use of machines for regular classroom work; providing additional practice hours and short courses for special and postgraduate students.

**2** Expanding curriculum time to include evenings and Saturdays, so that a greater number of students can be trained in machine work.

**3** Using the most modern practice texts and other teaching materials; improving training procedures so that students may attain a maximum of skill in the shortest time.

**4** Teaching the up-to-date office machine short-cuts and operating techniques that are used today in war industries and government offices.

**5** Making a wider range of skills available to students by increasing the number of elective courses which provide machine training.

The authorities warned that a shutdown may be much more serious from now on than in normal times on account of the probable delay in obtaining materials for repair or replacement. It is urged that collection of scrap in cooperation with the government programs should be undertaken as a continuous activity, and committees should be appointed to make a campaign for the elimination of waste in labor or materials wherever it may occur.

In conclusion, the suggestion was made that each school or institution should centralize all priority activities in one office, probably that of the pur-

chasing department or business office. The importance of maintaining a single unit through which all school departments can clear priority matters cannot be overestimated, it was pointed out by the officials.

The War Production Board receives many letters and questions from school staff members who could get all the answers from their own purchasing departments. For instance, all business offices should know that the classification symbol DP 17.20 should appear on all purchase orders amounting to more than \$15 issued by schools for any purpose whatever.

## WAR ACTIVITIES

### Rules for Use of Buses

Rules for the use of school buses to eliminate duplications, less than capacity loads and unnecessary trips have been drawn up by the National Council of Chief State School Officers and formally endorsed by Joseph B. Eastman, director of the Office of Defense Transportation.

Applications for new buses that have previously been filed with the allocation section of O.D.T.'s motor transport division have been returned, it was announced, and new applications must be sent to the various state school heads who will determine whether the request is justified under the council's program.

Six specific recommendations that the schools must adopt in order to meet the new requirements are set forth by the council as follows:

1. Transportation should not be provided for pupils who have less than two miles to walk. Exceptions may be made for physically handicapped children, those who would be subjected to extreme danger or physical hardships because of unusual local conditions and those who would be required to leave home at an unduly early hour and return after dark.

2. Transportation should not be provided for pupils who live in areas served by public carrier routes.

3. Use of school buses should be limited to carrying pupils to and from school or projects that are a necessary part of the school program. This would eliminate the use of buses for trips to such events as athletic and music contests.

4. Staggering of hours for opening and closing of schools in a given area so that buses could serve two or more schools on one trip. Thus, a bus might carry pupils for an elementary school and also for a high school which would not be reached until later.

5. Permission for pupils to stand in buses where safety is not endangered.

6. Reduction of a number of stops to a minimum.

The council also warned that every bus should be reconditioned, old buses should be rebuilt and drivers must be trained to operate the vehicle safely and economically.

School boards have been requested to cooperate in arranging for the use of school buses to transport war workers, wherever this is desirable, as long as basic school requirements are also met.

### "Yale Plan" of Enlisted Reserves

More than 25 seniors at Yale University were enlisted as privates in the newly created Army Enlisted Reserve Corps last month in the first mass en-

"Here's why  
our school uses  
**HUNTINGTON WAXES**"

**G**REATER value for your money! That is the lesson countless schools learn when they use Weatherall and Neo-Shine.

These two self-buffing waxes give a brighter gloss to floors and wear far longer than the average wax. That's because they are made from the finest ingredients money can buy, carefully and scientifically proportioned. Only No. 1 Yellow Carnauba wax—the world's best—is used to make Huntington Waxes.

How do these waxes differ? Neo-Shine is the *Economy Wax*. Its unusually high wax content makes it go further—last longer. It is the perfect wax for general use. Weatherall is the *Waterproof Wax*. It is especially made to withstand the continuous wet-mopping of heavy traffic areas. Both waxes are safe to use on any floor.

Try these lustrous waxes on *your* school floors. You cannot find more economical or lasting wax finishes—at any price.

**THE HUNTINGTON LABORATORIES INC**  
DENVER • HUNTINGTON, INDIANA • TORONTO



● Notice how smoothly and compactly Gaylord Wall Shelving fits into this modernized library in Illinois. Ample expansion space—harmonious treatment!



● New books, magazines and newspapers attractively placed in Gaylord units will emphasize the up-to-the-minute character of your library.

## **Now's the time to get that Extra Wood Shelving!**

*It's Ready for Prompt Shipment . . . . .*

Current events are rapidly changing reading tastes . . . you'll want to keep pace with today's increasing demands. Modern, easily installed units of Gaylord Wood Shelving are the perfect answer to the needs of the expanding library. To utilize your available space to the best possible advantage you can't do better than select easily assembled, flexible Gaylord units, made of fine, quarter-sawed white oak or maple.

If you lack wall space, Gaylord Counter-Height Shelving—in either single or double-faced sections will divide your room into light, airy compartments for attractive displays of current interest. Write to us today and let us suggest an economical layout for *your* problem.

**—Gaylord Bros. Inc.—**

Syracuse, N. Y. — Stockton, Cal.

ORIGINATORS AND MAKERS OF BETTER  
LIBRARY FURNITURE AND SUPPLIES

**P***PROMPT* care is important in preventing infected wounds. Even minor wounds may become infected when antiseptic treatment is delayed. Children and adults report injuries promptly when Mercurochrome is used, because treatment is not painful.

*Mercurochrome*

(H. W. & D. Brand of Dibrom-oxymercuri-fluorescein-sodium)

is non-irritating and non-toxic in wounds. It has a background of twenty-two years' clinical use. Solutions keep indefinitely. Be prepared with Mercurochrome for the first aid care of all minor wounds and abrasions. In more serious cases, a physician should be consulted.



This seal denotes acceptance of Mercurochrome by the Council on Pharmacy & Chemistry, American Medical Assn.

**HYNSON, WESTCOTT & DUNNING, INC.**  
BALTIMORE, MARYLAND



listment since the opening of the university's accelerated summer term. The group was part of the 650 members of the senior class who have participated, or intend to participate, in a plan to prepare for the Army, Navy, Marine Corps, war industries, medicine or other war service.

Men who enlist in the reserve are not enlisted for active duty or for immediate officer training, it was stated. They are enlisted in the armed forces with leave of absence to pursue studies that will make them better officers when they do enter active service.

Selection of candidates is in the hands

of the deans of the university and is based on scholarship and general intellectual achievement; personal qualities, and willingness of the student to utilize his reserve status to attain either full technical qualifications or as many objectives of the Yale plan as circumstances will permit.

#### Federal Loans to College Students

A loan fund of \$5,000,000 has been provided by Congress for the fiscal year 1942-43 for the assistance of college students in certain technical and professional fields, it has been announced by the U. S. Office of Education.

The fields of work covered by the fund include engineering, physics, chemistry, medicine (including veterinary), dentistry and pharmacy. Students in these fields who are in need of assistance to complete their courses may apply directly to the colleges or to public or college connected agencies. The federal funds will be paid to the colleges upon estimates submitted as to the amounts necessary for loans.

Students who apply for loans must sign a written agreement (1) to participate, until otherwise directed by the chairman of the war manpower commission, in accelerated programs of study in any of the authorized fields and (2) to engage for the duration of the wars in which the United States is now engaged in such employment or service as may be assigned by officers or agencies designated by the chairman of the manpower commission.

Loans will be made in amounts to cover tuition and fees plus \$25 per month and will not exceed a total of \$500 to any student during any twelve month period. They are issued at interest of 2½ per cent per year and repayments will be made through the college or other agency negotiating the loans.

#### Lists Available Projectors

The location of all motion picture and slide film projectors that are available to elementary schools for the visual training of civilians to meet war emergencies is listed in a survey issued in a recent issue of the Department of Commerce's publication, *Domestic Commerce Weekly*. Copies may be obtained from the Department of Commerce.

Congress continued its recognition of visual aids for education by appropriating \$1,000,000 for motion picture films and lantern slides to be used for training for war occupations.



Maintaining proper classroom air conditions is a problem of ventilating as well as heating. The Herman Nelson Unit Ventilator solves this problem by heating the air when needed, and by cooling it as required through the controlled introduction of cooler, outdoor air.

School Authorities welcome the greater operating economy and increased efficiency offered by the Herman Nelson Unit Ventilator. This modern, attractive unit maintains proper air conditions without overheating or drafts. The exclusive "Draw-Through" design assures unusually quiet operation at full capacity.



Herman Nelson  
Unit Ventilator



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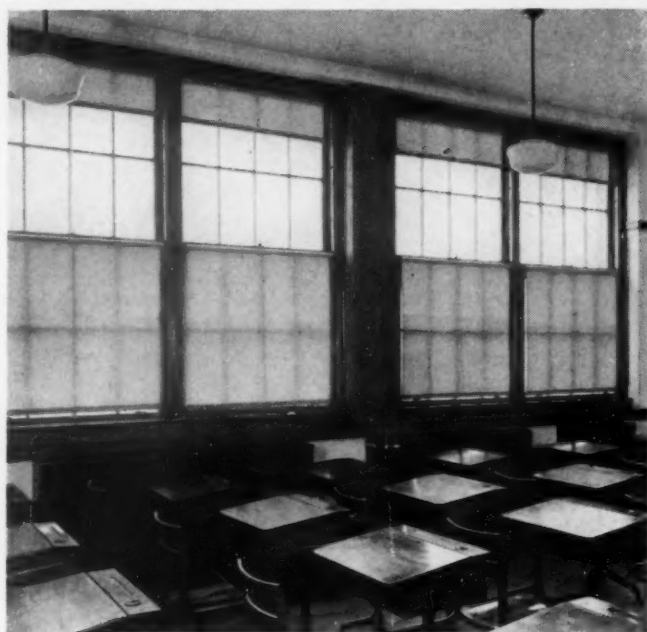
## MEETINGS

#### "Strictly Business" Convention

"Strictly business from beginning to end" will be the convention of the National Association of Public School Business Officials, October 5 to 7, in Cleveland. Delegates will concentrate on the general and fundamental problems that face them during the war.

At the first general session on Monday morning, Maury Maverick, chief of the bureau of governmental requirements, W.P.B., is scheduled to talk on "The All-Out War Effort." Following this address, "The Role of Schools in the Industrial War Effort" will be discussed by Peter Rentschler, president,

## CONSERVATION OF EYESIGHT IS A SACRED TRUST



### KEEP GLARE OUT—LET LIGHT IN *with window shades made of "Tontine"\**

MANY of our schools are operating day and night to prepare skilled workers for the fighting services and war industries. Conservation of eyesight, therefore, is vital to our war effort—a sacred trust which school authorities will keep and safeguard for the nation.

You can achieve this goal by using shades made of Du Pont "Tontine" to integrate natural light with the lighting system. "Tontine" shade cloth can keep glare out—let light in. Actual tests prove that "Tontine" shade cloth admits from 73% to 140% more light than ordinary painted window shade cloth!

And because it's *washable*, "Tontine" shade cloth *keeps* its translucency and crisp, fresh appearance. Whatever color or type of shade cloth you're looking for, you'll find it in "Tontine." Samples and complete information will gladly be sent on request.

\*"Tontine" is Du Pont's registered trade mark for its pyroxylin-impregnated washable window shade cloth



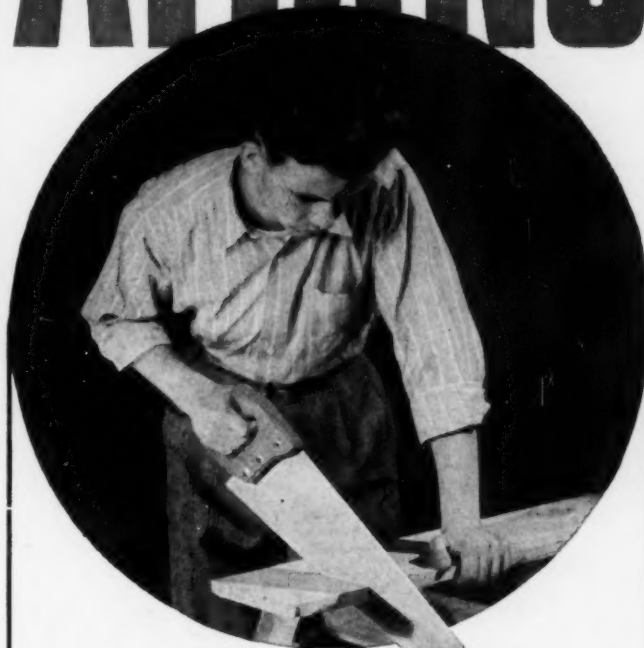
## "TONTINE"

WASHABLE WINDOW SHADE CLOTH

*Sold by Authorized Dealers  
Everywhere*

E. I. du Pont de  
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# ATKINS



## STEADY SAWS *for* "GREEN" HANDS

● A lad just starting his manual training needs all the help he can get. Letting him work with quality tools is a step in the right direction. It gives him greater zest in his work and helps him make rapid progress. Recognizing this, instructors in many of the Nation's schools standardize on Atkins Saws.

In these saws, they place at pupils' disposal the same tools acclaimed throughout industry for fast and easy cutting qualities, for correct design and dependable high quality. The Atkins line includes saws of every type. When you requisition saws, ask for "Atkins Silver Steel."

### A Big Help—Atkins Demonstrator Saw

It's easier to demonstrate and explain various tooth sizes and types with this saw. It shows teeth filed and set both right and wrong. For information, write to Atkins on school letterhead.

**E. C. ATKINS & COMPANY**  
471 S. Illinois Street, Indianapolis, Indiana

Hamilton Foundry and Machine Company, Hamilton, Ohio.

The afternoon sectional meetings of the conference will cover the following topics: (1) priorities; (2) protection of school children and property; (3) finance and accounting; (4) operating problems concerning personnel, materials and methods; (5) maintenance, and (6) purchasing.

Round table meetings on Monday and Tuesday evenings will review and summarize the subjects covered in the sectional meetings, *i.e.* priorities and purchasing, building maintenance and protection, finance and building operation.

Wednesday morning will be devoted to reports of the convention, auditing and resolution committees and the introduction of newly elected officers. Supt. Charles H. Lake of Cleveland and John W. Lewis, assistant superintendent, Baltimore, will address the delegates at this meeting. Mr. Lake's talk will be on "Educational Leadership in the Emergency," and Mr. Lewis will discuss the "Long Range Effects of the Emergency Adjustments."

#### New Institute Experiment

Educators are invited by the Western Pennsylvania Education Conference to

take part in a new type of cooperative study group meeting on October 8 to 10. All meetings are planned around the theme, "Education for Victory."

On Thursday afternoon, as part of the Allegheny County Institute, approximately 20 study groups, under the leadership of outstanding educators, will assemble in the nationality rooms of the Cathedral of Learning and the Stephen Collins Foster Memorial, Pittsburgh.

On Friday afternoon, Frick and Bellefield Girls' Vocational Schools will be headquarters for approximately 50 study groups appealing to the varied interests of the city, county and district educators from kindergarten through eighth grade.

Each study group will consist of 35 active participants, who will be given opportunity to exchange ideas and to become acquainted with new procedures and materials. Among the centers of interest to be developed are art and handicraft in war time; first aid and body building for defense; aviators' arithmetic, and music for patriotism.

#### War Recreation Congress Planned

Ways and means of using recreation to serve the war effort more effectively will occupy delegates to the War Recreation Congress which is being called in Cincinnati September 28 to October 2 by the National Recreation Association. In addition to various discussion groups, there will be five general sessions which will be addressed by leaders from the federal government, the armed forces, industry, labor and community organizations. A consultation service to which delegates can turn for information and help in solving local problems will also be provided.

### ADMINISTRATION

#### N.Y.C. Tries Gradeless Plan

The merits of the "continuous progress" plan of passing pupils through the first three years of elementary school without formal assignment to grades will be tested in 20 New York City schools when the fall term opens. According to Dr. Benjamin B. Greenberg, assistant superintendent assigned to elementary schools, the plan is intended to eliminate the "time-wasting and unnecessary" readjustments required of many pupils under the present system of half-yearly class promotions.

After the initial mass test, the elementary school division plans to extend the system to include all grades in all elementary schools, Doctor Greenberg stated. The basic tenet of the plan is that "maximum achievement conditioned by capacity shall be expected of the pupils." In order to ascertain the capacity of each child, teachers will increase

# THE NATION'S SCHOOLS

*are doing*

## DOUBLE DUTY *Now!*



To an already full curriculum comes Civilian Defense. Hand-in-hand, scholastic and defense training are imposing strains on all; but perhaps the greatest burden falls upon your custodial force who must sandwich their regular duties in between these classes.

In most cities very little time elapses between the dismissal of school in the afternoon and the beginning of Defense Classes in the evening. This double traffic will soon take its toll upon your floors and building.

Guard them and protect them with maintenance materials that can "take it"! Insure cleanliness by giving your custodians quick-cleaning detergents.

Specify—**M**IDLAND  
**M**AINTENANCE  
**M**ATERIALS

**MIDLAND CHEMICAL LABORATORIES**  
INCORPORATED

Des Moines, Iowa, U. S. A.



# TO EXECUTIVES: NOW YOU CAN HELP

## *Even More...*

**New Treasury Ruling Permits Purchases  
UP TO \$100,000, in any Calendar Year, of  
Series F and G WAR BONDS!**



The Treasury's decision to increase the limitations on the F and G Bonds resulted from numerous requests by purchasers who asked the opportunity to put more money into the war program.

This is not a new Bond issue and not a new series of War Bonds. Thousands of individuals, corporations, labor unions, and other organizations have this year already purchased \$50,000 of Series F and G Bonds, the old limit. Under the new regulations, however, these Bond holders will be permitted to make additional purchases of \$50,000 in the remaining months of the year. The new limitation on holdings of \$100,000 in any one calendar year in either Series F or G, or in both series combined, is on the cost price, not on the maturity value.

Series F and G Bonds are intended primarily for larger investors and may be registered in the names of fiduciaries, corporations, labor unions and other groups, as well as in the names of individuals.

The Series F Bond is a 12-year appreciation Bond, issued on a discount basis at 74 percent of maturity value. If held to maturity, 12 years from the date of issue, the Bond draws interest equivalent to 2.53 percent a year; computed on the purchase price, compounded semiannually.

The Series G Bond is a 12-year current income Bond issued at par, and draws interest of 2.5 percent a year, paid semiannually by Treasury check.

Don't delay—your "fighting dollars" are needed *now*. Your bank or post office has full details.



Save With ...

## War Savings Bonds

This space is a contribution to America's All-Out War Program by The NATION'S SCHOOLS

the variety and frequency of tests both in specific subjects and in such fields as scholastic, mechanical and artistic aptitudes.

No change in report cards is contemplated under the new system, it was revealed, because the cards used in New York schools at present emphasize general progress rather than competition.

## INSTRUCTION

### Tuitionless Courses in Math, Physics

Refresher courses on the college level for teachers of mathematics and physics are being financed under the Engineering, Science and Management War Training Program administered by the U. S. Office of Education. The courses are being offered to overcome shortages of professional and subprofessional engineers, chemists, physicists and production supervisors through specialized training in fields essential to the war effort. Approximately 200 colleges and universities are now cooperating in such training.

Trainees are not required to pay tuition but must provide for their own subsistence, meet travel expenses and buy the required textbooks. School administrators and deans of colleges are

Sept. 20-22—Council of School Superintendents, Saranac Inn, Saranac, N. Y.  
Sept. 28-Oct. 2—National Recreation Association, Netherland Plaza Hotel, Cincinnati.  
Oct. 1-3—Winfield Education Clinic, Winfield, Kan.  
Oct. 1-4—National Council on Schoolhouse Construction, Statler Hotel, Cleveland.  
Oct. 5-8—National Association of Public School Business Officials, Statler Hotel, Cleveland.  
Oct. 8-10—Utah Education Association, Hotel Utah, Salt Lake City.  
Oct. 15-17—Wyoming Education Association, Thermopolis.  
Oct. 19-21—National League to Promote School Attendance, Rochester, N. Y.  
Oct. 21-23—North Dakota Education Association, Gardner Hotel, Fargo.  
Oct. 21-24—New Mexico Educational Association, Hilton Hotel, Albuquerque.  
Oct. 22-24—Colorado Education Association, Denver, Pueblo and Grand Junction.  
Oct. 22-23—New Hampshire State Teachers Association, Carpenter Hotel, Manchester.  
Oct. 23-24—Maryland State Teachers' Association, Baltimore.  
Oct. 28-30—Nebraska State Teachers' Association, Lincoln, Omaha, Norfolk, North Platte, McCook and Chadron.  
Oct. 29-30—Maine State Teachers' Association, DeWitt Hotel, Lewiston.  
Oct. 29-31—Minnesota Education Association.  
Oct. 30—Connecticut State Teachers' Association, Hartford, New Haven and Bridgeport.  
Nov. 5-6—Arkansas Education Association, Little Rock.  
Nov. 5-7—Arizona State Education Association, Phoenix.

## Coming Meetings

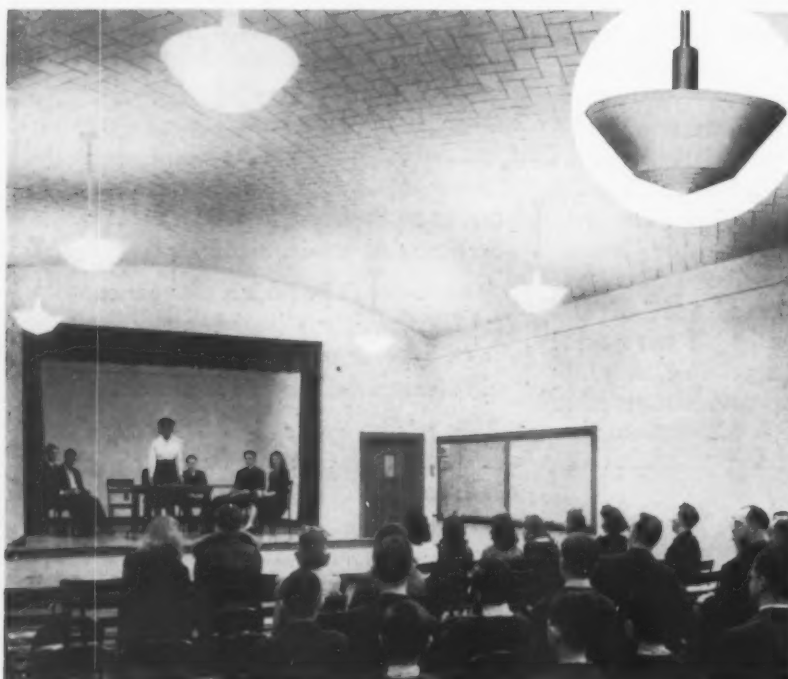
Nov. 5-7—Conference of Food Service Directors, Hotel John Marshall, Richmond, Va.  
Nov. 5-7—Iowa State Teachers' Association, Shrine Auditorium, Des Moines.  
Nov. 6-7—Kansas State Teachers' Association, Topeka, Salina, Hays, Dodge City, Wichita and Coffeyville.  
Nov. 6-9—New Jersey Education Association, Hotel Traymore, Atlantic City.  
Nov. 11-13—West Virginia Education Association, Hotel Pritchard, Huntington.  
Nov. 22-25—South Dakota Education Association, High School Gymnasium, Rapid City.  
Nov. 23-24—New York State Teachers' Association, House of Delegates, Hotel Commodore, New York City.  
Nov. 24-27—Virginia Education Association, Hotel John Marshall, Richmond.  
Nov. 26-28—Texas State Teachers Association, Hotel Adolphus, Dallas.  
Dec. 2-5—Missouri State Teachers Association, Muehlebach and President hotels, Kansas City.  
Dec. 28-30—New York State Association of Secondary School Principals, Hotel Onondaga, Syracuse.  
Dec. 28-30—Pennsylvania State Education Association, Penn-Harris Hotel, Harrisburg.  
Dec. 28-30—Illinois Education Association.  
Feb. 27-March 4—American Association of School Administrators, St. Louis.  
March 4-6—American Association of Junior Colleges, St. Louis.  
April 7-9—Inland Empire Education Association, Spokane.

urged to bring this opportunity to the attention of teachers and prospective teachers of physics and mathematics. Application should be made to the institutional representative at any of the E.S.M.W.T. schools or to the Office of Education, Washington, D. C.

### Improving Classroom Methods

Kindergarten teachers can improve their classroom methods by adopting the F.B.I. technic of gathering all available data on the cases on which they are working, delegates to the Conference on Reading at the University of Chicago

## See how Wakefield COMMODORES give eyesight protection for today's double need



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were told. The speaker, Grace M. Boyd, supervisor of primary grades in Cicero, Ill., pointed out that teachers have recognized that they need to know much about the home and environmental influences affecting each child's background and learning interests.

In the Cicero schools a folder is prepared for each child which contains information gleaned from conferences with the parents and the teachers' analysis of the child's needs and accomplishments. This record accompanies the child through school and provides each new teacher with a cumulative record of his achievements.

## MISCELLANEOUS

### Calls This War a Metabasis

Grover C. Morehart delivered the Street Memorial Lecture at Syracuse University's first summer session conference this year. Doctor Morehart entitled his address "Metabasis" and said that the war was a metabasis between the peace that followed the World War and the peace that is to come in the days that lie ahead.

### Dearborn Heads Safety Council

Ned H. Dearborn, dean of the division of general education, New York Uni-

versity, recently succeeded W. H. Cameron as executive vice president and managing director of the National Safety Council. Mr. Cameron retired after almost thirty years of service as managing director. Mr. Dearborn will direct the council's greatly expanded war-time program aimed at stopping accidents that are impeding production and delaying victory.

## RADIO

### "School of the Air" Programs

All five of the "School of the Air of the Americas" series for 1942-43, which will open October 5, will be directed toward aiding children of the Americas to understand war issues and toward promoting the war effort, it has been announced by the Columbia Broadcasting System. At least six of the broadcasts are to be produced by and originate in Canada and much of the other material included in the new series will be contributed by the 20 Latin American republics.

A new program, "Science at Work," will be heard on Mondays. The series has been tentatively divided into six classifications: "Winning the War," "Building the Peace," "Opening New Horizons," "Improving Our Health,"

"Solving Problems" and "Ridding the World of Superstitions."

The Tuesday program, "Music on a Holiday," will be built around the principal holidays observed in this hemisphere. "New Horizons," dramas of historical adventure, will continue as the Wednesday feature and "Tales From Far and Near" will again be heard on Thursdays. The Friday series, "This Living World," will feature high government officials and other public leaders on the programs. Frank Ernest Hill will write the scripts for the show and act as annotator.

## NAMES IN NEWS

### Superintendents

Dr. Charles B. Glenn, 70, superintendent of schools of Birmingham, Ala., for the last twenty-one years and widely known for his activities in the educational field, will retire on August 31. Doctor Glenn served as president of the American Association of School Administrators in 1937-38 and as a member of the A.A.S.A. executive committee in 1938-39. He was a member of The NATION'S SCHOOLS' editorial board. Successor to Doctor Glenn is Dr. L. Frazer Banks, who has been his assistant since 1921.



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Dr. Henry Harrington Hill, 47, dean of the University of Kentucky, has been elected superintendent of schools in Pittsburgh, succeeding the late Dr. Ben Graham. Doctor Hill was appointed dean of the university in 1941 after serving as assistant superintendent of schools in St. Louis. Prior to his association with the St. Louis school system, he had been head of the schools at Lexington, Ky.

M. E. Bruce has been appointed superintendent of schools at East St. Louis, Ill., to succeed D. Walter Potts, who retired after serving as head of District 189 for thirty-one years.

Supt. John Goodrich, for the last nine years head of the school system of Otterbein, Ohio, resigned that position recently.

Meader G. Pattington, supervising principal of Chenango Forks Central School, Chenango Forks, N. Y., has been appointed district superintendent of rural schools in the second supervisory district. He takes the place of Glenn A. Slater, who recently received a commission in the Navy.

N. Russell Redman has been appointed superintendent of schools at Tupper Lake, N. Y., succeeding Supt. Joseph F. Donovan, who enlisted in the Coast Guard.

Supt. Ross B. Bonham, formerly of Scribner, Neb., is the new superintendent of schools at Superior, Neb., succeeding John D. Rice, who resigned to become superintendent at Kearney, Neb. Mr. Bonham's position at Scribner has been filled by A. R. Lichtenberger, former superintendent of schools at Beaver City, Neb.

W. C. Jackman has resigned his position as head of the school system at Sheldon, Iowa, to become superintendent of elementary schools at Elmhurst, Ill. He will be succeeded at Sheldon by Stephen Watkins, former superintendent of schools at Newman Grove, Neb.

Supt. Frank L. Holmes, McCook, Neb., has been appointed superintendent of Main Township High School, Des Plaines, Ill.

R. J. Wheeler, superintendent of schools at Tipton, Okla., recently tendered his resignation to accept a position as personnel director in a defense plant at Amarillo, Tex.

O. B. Redenbo, superintendent of Lyndon High and Grade School, Lyndon, Ill., for the last nineteen years, tendered his resignation recently. Wilbur E. Miley has been selected to replace him.

Alfred F. Mayhew, superintendent of the public school system at Great Neck,

N. Y., resigned recently because of ill health. John L. Miller, former superintendent at Brockton, Mass., will succeed Mr. Mayhew.

#### County Superintendents

R. B. Chitwood has been elected county supervisor of schools for Yell County, Arkansas.

W. T. Jernigan, chief county school supervisor, Independence County, Arkansas, for the last five years and veteran of forty years' service to the schools of that county, recently announced his retirement. He will be succeeded by G. Hugh Moore, superintendent of schools at Newark, Neb.

Mrs. John Franklin has been appointed superintendent of schools in Nowata County, Oklahoma, to fill the unexpired term of Lloyd Garritson, who resigned to enter military service.

#### Principals

Samuel T. Stewart Jr. has been appointed successor to David G. Hayner as superintendent of Jefferson Central School, Jefferson, N. Y.

Hawley Gardner, principal of Brownsville High School, Brownsville, Ind., reported for duty at Lowry Field, Denver, on July 17 with the rank of captain.

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SCHOOL AND COLLEGE STUDENTS  
THE ARMED SERVICES  
INSTITUTIONAL INMATES**

Edward Masonbrink of Mentor, Ohio, is the new principal of Bellevue High School, Bellevue, Ohio.

Glenn C. Hess has been selected as supervising principal of schools at Vintondale, Pa.

George B. Replogle has been named supervising principal of schools at Roaring Springs, Pa., to succeed John A. Garber, who resigned to assume the duties of assistant superintendent of schools, Blair County, Pennsylvania.

Llewellyn Churchill has been elected principal at Cranberry Island School, Cranberry Island, Me.

Howard S. Millett is the new principal of Eliot High School, Waterford, Me.

J. Willard Harkness, principal of Mount Union High School, Mount Union, Pa., has been named supervising principal of schools at Mount Joy, Pa.

J. Edwin Stevens has been named to succeed John H. Ring as principal of the junior high school at Darien, Conn.

Frank H. Lewis, principal of the high school at Somerville, N. J., since 1929, has joined the Army air corps with the rank of captain.

Frank J. McKee is the new principal of Warren Harding High School, Bridgeport, Conn. At the time his appointment was announced the board of education also confirmed the appointment of Arthur C. Sides, who has been serving as acting principal of Central High School, Bridgeport.

John M. Kerwin recently retired as principal of Henry Snyder High School, Jersey City, N. J., after a career of forty-four years in the educational field.

Madison Coombs has been elected principal of the University High School, Lawrence, Kan.

Wilbur Devillbiss, principal of Frederick High School, Frederick, Md., has been appointed to the position of Maryland state supervisor of high schools. He will be in charge of a southern area of the state.

Charlotte M. Murkland, principal of Bartlett Junior High School, Lowell, Mass., for the last twenty-five years, retired recently.

John M. McLaughlin retired recently as principal of South High School, Pittsburgh, after thirty-seven years of service in the school.

Lawrence G. McGinn is the new principal of Pickering Junior High School, Lynn, Mass., succeeding Edwin A. Damon, who retired recently.

#### In the Colleges

Dr. H. I. Hester was inaugurated as president of William Jewell College, Liberty, Mo., recently. He was inducted by Dr. John F. Herget, retiring head of the school.

Dr. George Herbert Smith, 37, dean of administration of DePauw University, has been named president of Willamette University at Salem, Ore.

#### Deaths

Dr. Philip H. Kimball, principal of Washington State Normal School, Machias, Me., died of a heart attack recently.

Hubert N. Terrell, principal of Esek Hopkins Junior High School, Providence, R. I., died early in July.

Ernest A. Harding, assistant commissioner of education in New Jersey, died recently after an illness of three weeks. Mr. Harding had been head of the legal division since 1940.

Sherman Francisco, supervising principal of Keating Township School District, Keating, Pa., died recently of pneumonia.

Dr. Howard Rufus Omwake, president of Catawba College, Salisbury, N. C., from 1931 until his retirement in June, died July 20.

Robert H. B. Thompson, headmaster of St. Louis Country Day School, St. Louis, for the last twenty-one years, died recently of a heart attack.



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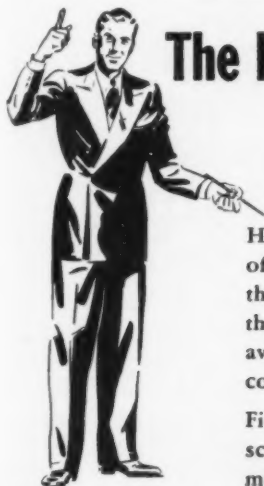
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# The Bookshelf

## General

EFFECTS OF INSTRUCTION IN COOPERATION ON THE ATTITUDES AND CONDUCT OF CHILDREN. By Bryan Heise. Ann Arbor, Mich.: University of Michigan Press, 1942. Pp. 97. \$1 (Paper Cover); \$1.50 (Cloth).

EDUCATIONAL MOTION PICTURES AND LIBRARIES. By Gerald D. McDonald. Chicago: American Library Association, 1942. Pp. xii+183. \$2.75.

SPACE FOR TEACHING. *An Approach to the Design of Elementary Schools for Texas.* By William W. Caudill. College Station, Tex.: A. and M. College of Texas, 1941. Pp. 120.

APPRAISAL OF GROWTH IN READING. Prepared by Eugene A. Nisenecker and Others. New York: Board of Education, 1941. Pp. 42. \$0.35.

COSTS PER PUPIL IN AVERAGE DAILY ATTENDANCE IN OHIO CITY AND EXEMPTED VILLAGE SCHOOL DISTRICTS FROM JULY 1, 1940, TO JUNE 30, 1941. Compiled by T. C. Holy. Columbus, Ohio: Bureau of Educational Research, 1942. Pp. 22. (Paper Cover.) Mimeographed.

VEGETABLES TO HELP US GROW. *Nutrition Unit for Grades 1, 2 and 3.* By Mary S. Rose and Berilyn Bosley. New York: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. 25. \$0.35 (Paper Cover).

SOME SUGGESTIONS FOR TEACHING GEOMETRY TO DEVELOP CLEAR THINKING. By Gilbert Ulmer. Lawrence, Kan.: Univ. of Kansas Publications, 1941. Pp. 22.

YOUR CHILDREN AT SCHOOL. *How They Adjust and Develop.* By Elizabeth Vernon Hubbard. New York: The John Day Company, 1942. Pp. xv+176. \$2.75.

THE FOOD GARDEN. By Edna Blair. Illustrated by Laurence Blair. New York: The Macmillan Company, 1942. Pp. 141. \$2.

HERBS: *Their Culture and Uses.* By Rosetta E. Clarkson. Illustrated by Tabea Hofmann. New York: The Macmillan Company, 1942. Pp. vi+224. \$2.75.

SHIFTING OF POPULATION WITHIN THE SCHOOL DISTRICT. Prepared by Frank O. Evans. Los Angeles, Calif.: Los

Angeles City School District, 1941. Pp. 55. Paper Cover.

A STUDY IN FACTOR ANALYSIS: *The Reliability of Bi-Factors and Their Relation to Other Measures.* By Frances Swineford and Karl J. Holzinger. Chicago: University of Chicago, 1942. Pp. 88. \$1 (Paper Cover).

## Professional

THE MODERN HIGH SCHOOL CURRICULUM. By Paul E. Belting and Natalia Maree Belting. Champaign, Ill.: The Garrard Press, 1942. Pp. 276. \$2.50.

AN EVALUATION OF MODERN EDUCATION. Edited by J. Paul Leonard and Alvin C. Eurich. New York: D. Appleton-Century Company, 1942. Pp. xii+299. \$2.50.

EDUCATIONAL LEADERSHIP IN THIS EMERGENCY. By William G. Carr. (Cubberley Lecture, 1941.) Stanford University, Calif.: Stanford University Press, 1942. Pp. 32. \$1.

EMERGENT CONCEPTIONS OF THE SCHOOL ADMINISTRATOR'S TASK. By Harold Benjamin. (Cubberley Lecture, 1938.) Stanford University, Calif.: Stanford University Press, 1942. Pp. 26. \$1.

BOOKS WE LIKE. *Reading List by Illinois High School Pupils.* Compiled by Anna Graham. Urbana, Ill.: Illinois Assn. of Teachers of English, 1942. Pp. 56. \$0.15.

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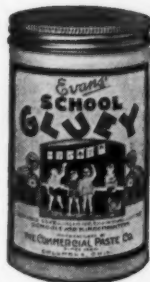
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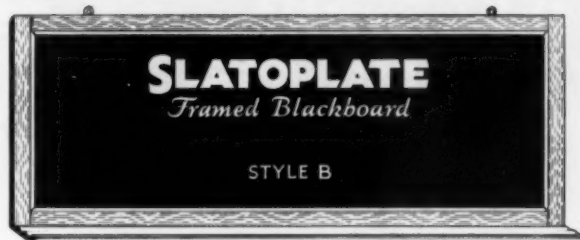
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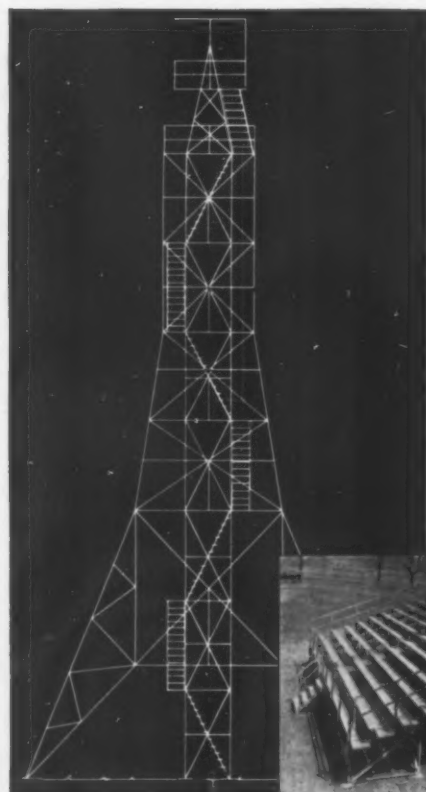
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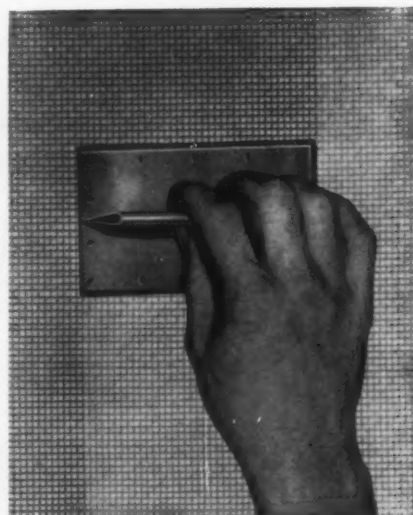
Warning signals for interior installation are being offered by Holtzer-Cabot Electric Company as additional protection against air raids in cases where, owing to location or noise levels, municipally owned outdoor signals cannot be heard. The systems consist of vibrating bells and horns connected in multiple and controlled by the air raid alarm transmitter operating from the available 115 volt lighting or power supply. If the connected load exceeds the rated capacity of the transmitter, suitable coding relays can be supplied. The system operates independently of any code call or fire alarm system already installed and provides both distinctive codes and sounding devices.—Holtzer-Cabot Electric Company, 125 Amory Street, Boston.

• When inquiring, refer to NS1209

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clogging or filming over the squares of the screen. The convenient design and large brushing surface obviate the necessity for repeated brushing. The tool can also be used to clean and dust screens without removing them from the window. Dirt is brushed off and out with one stroke of the brush.—A. B. Carlson and Company, Aurora, Ill.

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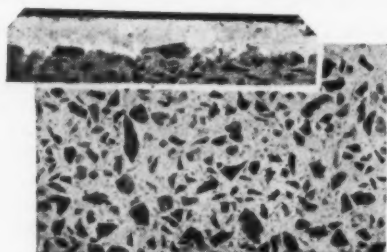
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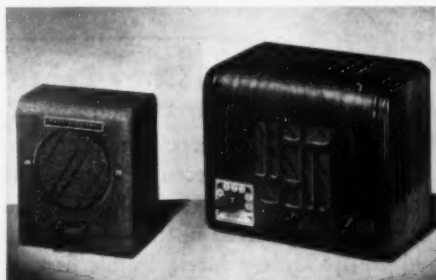
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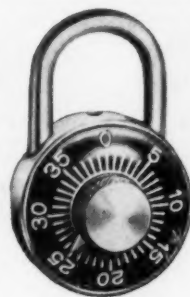
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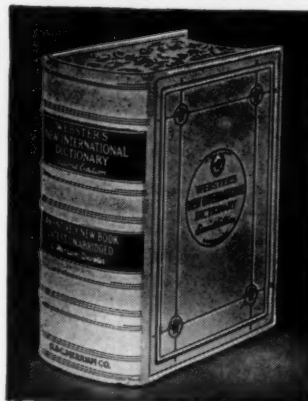


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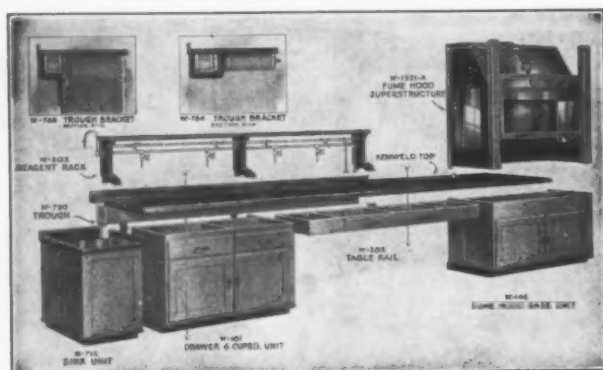
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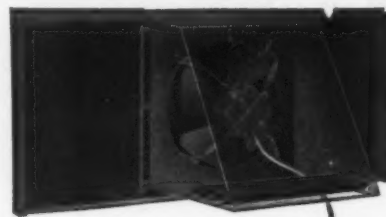
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## WHAT'S NEW for SCHOOLS

### Blackout Window Ventilator

Permits Ventilation Without Light Hazard

Room ventilation can be accomplished during air raid alarms and blackouts by means of a new electric blackout window ventilator now being offered by Clay



Equipment Corporation. This device will fit window openings of various sizes and is said to provide 500 cubic feet of air per minute when in operation. It can be installed from the inside of the room.

A light shield fastened to the inside of the panel has a series of louvers on the under side that permit free passage of air while completely blacking out any light. The shutters open automatically when the fan is in operation and close when the motor is shut off. The unit is said to be light in weight, weatherproof, bugproof and lightproof. It is operated by a 110 volt 60 cycle electric motor and can be plugged into any convenient electric outlet.—Clay Equipment Corporation, Cedar Falls, Iowa.

• When inquiring, refer to NS1214

### Multiple Carbon Copy Pencil

Writes Clearly Through Several Carbons

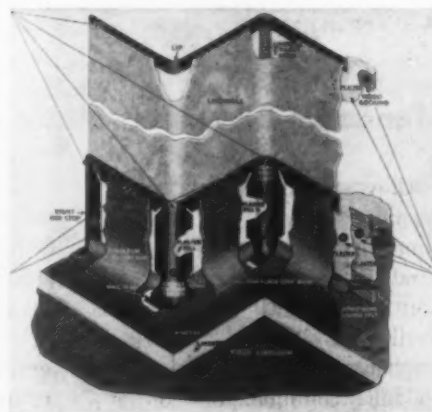
A black graphite pencil especially created for multiple carbon copying has recently been announced by Reliance Pencil Corporation. The pencil is said to overcome the problems encountered in the use of soft or hard lead pencils and will produce a black, legible first copy and several carbons. The pencil can be obtained in three degree-gradings: medium, firm and hard—Reliance Pencil Corporation, Mount Vernon, N. Y.

• When inquiring, refer to NS1215

### Plastic Trims for Linoleum

Practical Way to Dress Up Walls

Plastic trims for linoleum and Linowall installations have been developed by Armstrong Cork Company. The new parts are available in the form of binding strip, cap strip, inside and outside corners and right and left end stops. Furnished in six colors — ivory,



gray, blue, brown, red and black—the new trims are said to be highly practical because of their strength, durability,

## WHAT'S NEW for SCHOOLS

color harmony and ease of installation.—Armstrong Cork Company, Lancaster, Pa.

- When inquiring, refer to NS1216

### Wood Toilet Compartments

Douglas Fir Substituted for Steel

In order to cut down on the use of steel needed for war purposes, Sanymetal Products Company has converted its four types of steel toilet compartments to all-wood construction, utilizing 7 ply Douglas fir plywood for partition panels and doors. Each model is similar in design and construction details to the steel fabricated type.—Sanymetal Products Company, Inc., 1705 South Urbana Road, Cleveland.



- When inquiring, refer to NS1217

## NEW CATALOGS

### Laboratory and Vocational Furniture

These Are Things You Can Buy Now

Schools that need laboratory, vocational or library furniture will find Catalog 204, published by the Hamilton Manufacturing Company, Two Rivers, Wis., extremely helpful. In it the manufacturer lists the type of equipment that is available, including specifications and the number of models of each type that remain in stock. Prospective purchasers are urged to "act now" inasmuch as this company's plant is being turned over to war production.

- When inquiring, refer to NS1218

### Handsaw Sharpening Chart

Teaches Correct Technics

Proper methods of sharpening handsaws are illustrated on the comprehensive chart recently issued by E. C. Atkins and Company, 402 South Illinois Street, Indianapolis. Especially suitable for use in manual training rooms, the chart facilitates teaching pupils the correct technics of putting hand, rip and panel saws into first-class cutting condition, the manufacturer states. The chart measures 19 by 25 inches and can be obtained without charge.

- When inquiring, refer to NS1219

or use Readers' Service blank on page 75



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*Films Incorporated  
Proudly Announces*

## "GULLIVER'S TRAVELS"

The first 16mm. full length **TECHNICOLOR** film

"Gulliver's Travels" and other feature length films of such great educational and entertainment value as to make comparison impossible are described in our new "School List" with it's special low rates for schools. It's yours for the asking.

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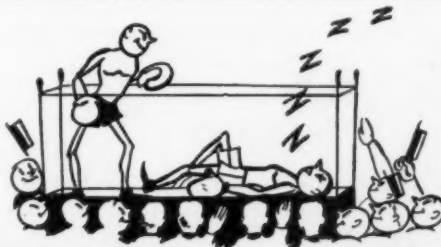
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We standardize on the KS Model for the duration because it suits most needs of the war effort and general office use.



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of a  
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A SIT-DOWN STRIKE  
SINCE WE PUT IN  
THAT NEW TISSUE**



**Specify**

**VICTORIA TOILET TISSUES**

Single Fold, Double Fold, or Black Core—for high quality at low cost. The Victoria Paper Mills Company, Fulton, New York.

Founded  in 1880

## WHAT'S NEW for SCHOOLS

### Making the Most of Edison Equipment

*Tips on Conserving Electricity*

In an effort to help Hot-Point equipment owners to conserve electric energy and prolong the life of the equipment, Edison General Electric Appliance Company, 5600 West Taylor Street, Chicago, has published a new bulletin of instructions. The book offers suggestions on such topics as how to conserve electricity without sacrificing speed; how to get the most efficient service out of every piece of equipment—either current or "vintage" models, and how to schedule cooking operations for greatest efficiency.

• When inquiring, refer to **NS1220**

### Metal Tool and Work Stands

*Feature Safety and Compact Storage*

Handy and efficient are the tool stands, with one, two and three drawer inserts that are described and illustrated in the new shop equipment catalog No. 331 issued by Lyon Metal Products, Incorporated, 3148 Clark Street, Aurora, Ill. The stands are said to be particularly useful around production machines and tool rooms as toters up to the job; for assembly lines, parts and tool transporters for maintenance men; equipment carriers for inspectors, and for stock picking and transportation.



• When inquiring, refer to **NS1221**

### Paint and Color Reference Book

*Offers Practical Decorating Suggestions*

"Color for America," a new book on interior and exterior decoration, has recently been published by the "Time-Tested Paint Laboratories, 11001 Madison Avenue, Cleveland. A special section of the book, devoted to schools and other institutions, contains numerous suggestions for the practical use of color in every room in a typical school building.

• When inquiring, refer to **NS1222**

### The Classroom Orchestra

*Visual Method Simplifies Music Teaching*

An interesting and enjoyable method of teaching music in the lower grades is set forth in "Play and Sing for the



## WHAT'S NEW for SCHOOLS

Classroom Orchestra," published by Lyons Band Instrument Co., Inc., 14 West Lake Street, Chicago. All information regarding the music program is in rhyme and all of the words to the music are phonetic to the rhythm patterns. This method of teaching instrumental music is the result of a successful experiment that has been carried out in the schools of Glencoe, Ill. (\$0.35.)

- When inquiring, refer to **NS1223**

### Radial Drill Presses

Production Speeded Up

In order to increase the usefulness of the radial drill press manufactured by Walker-Turner Company, Inc., Plainfield, N. J., the company has added a new model that incorporates a built-in, ball-bearing jack-shaft which greatly widens the speed range. This press, described and illustrated in a new brochure, performs such operations as drilling, tapping, routing and light profiling. A companion folder describes the "1100" series 20 inch power feed drill presses.

- When inquiring, refer to **NS1224**

### Art Materials Catalog

Color Mixes With Oil, Water and Varnish

Alphacolor dry tempera is featured in the latest folder published by Weber Costello Company, Chicago Heights, Ill. The new product can be mixed with water to make a water tempera, with oil to make an oil tempera and with varnish to make a varnish tempera. It can also be mixed as a finger paint for silk screen painting, in an air brush or as a dry stencil color.

- When inquiring, refer to **NS1225**

## FILM RELEASES

**Home Movies on Civilian Defense**—A series of three movies on civilian defense activities entitled "The Civilian Serves," "Civilian Fire Fighters" and "Air Raid Alert." The movies illustrate the various ways in which civilians can be of service acting as messengers, fire fighters, air raid wardens and on gas decontamination squads. Instructions in protecting civilian population and methods of fire fighting are given. 16 mm. and 8 mm. silent and 16 mm. sound.—Castle Films, Inc., 30 Rockefeller Plaza, New York City.

- When inquiring, refer to **NS1226**

**Background for Tomorrow**—Displays of outstanding museums are presented in a feature length school film. The film develops the theme that all intelligent planning of human progress must be based upon intelligent understanding of the past.—Atlas Productions, Inc., Oak Park, Ill.

- When inquiring, refer to **NS1227**

or use Readers' Service blank on page 75

## Nice Boys Do Not



Patented April 28, 1943  
Patent No. 2,280,780

It's not the nice boys but the vandalistic "devils" that must be kept in mind in planning installations of outdoor water service devices—hydrants, fountains, etc.

Murdock Outdoor Drinking Fountains and Outdoor Hydrants are built to give years of day-in and day-out satisfactory service and to withstand the abuse to which outdoor fixtures are subjected.

They are anti-freezing.

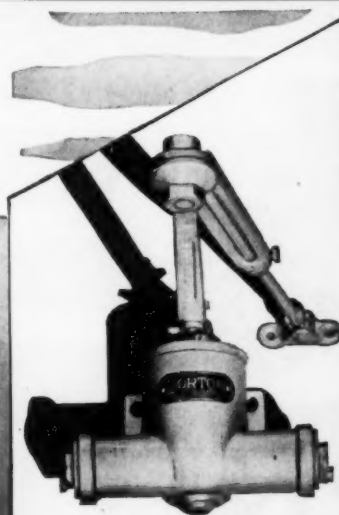
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## NORTON DOOR CLOSER

Norton Door Closers are a definite contribution to operating efficiency and maintenance economy which are so important to building management today. Norton Door Closers save wear and tear on both the door and hinges. Norton engineering developments assure positive control and leakproof oil lubrication.

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- STABLE solution
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MER-KIL PC 15 offers BETTER control of athlete's foot because a 1% solution kills the fungi in one minute—yet is non-toxic and non-irritating to healthy tissue.

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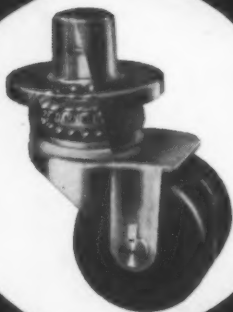
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LOW COST... 1 gallon makes 100 gallons of working solution at an approximate cost of 3c a gallon!

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Darnell Piano Casters overcome all handicaps of moving pianos and damaging floors... the wheels are properly offset to permit the caster to swivel with a minimum of effort...

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## WHAT'S NEW for SCHOOLS

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• *When inquiring, refer to* **NS1228**

**Mask Making—1 reel silent film** describing one of America's oldest arts, produced by Remo Bufano, modern creator of masks.—**Walter O. Gutlohn, Inc., 35 West Forty-Fifth Street, New York City.**

• *When inquiring, refer to* **NS1229**

**Moonlight Sonata—The only screen appearance** of the late Ignace Jan Paderewski. The picture is built around the pianist and in it he plays several classics, including the Moonlight Sonata and his own Minuet in G Major. 16 mm. sound. 7 reels.—**Walter O. Gutlohn, Inc., 35 West Forty-Fifth Street, New York City.**

• *When inquiring, refer to* **NS1230**

**This Was Modern Poland—10 minutes.** Sound, black and white. The film, made just before the Nazi invasion, shows steel mills, coal mines, the Gdynia harbor installations and town, farms, factories, cultural and religious life in the Polish republic. Sale or rent.—**Bell and Howell Company, 1801 Larchmont Avenue, Chicago.**

• *When inquiring, refer to* **NS1231**

**Alaska—Reservoir of Resources—Provides a general study** of Alaska, its people and their industries. Lumbering, fishing, mining, transportation, farming and fur raising activities are shown in their natural setting. 16 mm. sound.—**Erpi Classroom Films, Inc., 1841 Broadway, New York.**

• *When inquiring, refer to* **NS1232**

**Canyon Trilogy—New travel reel** on Bryce, Zion and Grand canyons, featuring the gorge of the Colorado River. Available in black and white, 8 and 16 mm. silent.—**Castle Films, Inc., 30 Rockefeller Plaza, New York City.**

• *When inquiring, refer to* **NS1233**

**Emergency First Aid—In regard to the recent review** of the Sarnoff emergency first-aid films (NS1061), distributed by **Bell and Howell Company, 1801 Larchmont Avenue, Chicago**, any implication of relationship between the films and the American Red Cross is unintentional and incorrect. The films, in fact, aim at the broadest possible usage and, therefore, follow no one first-aid course outline but combine the main points common to several and bear the endorsement of the International College of Surgeons.

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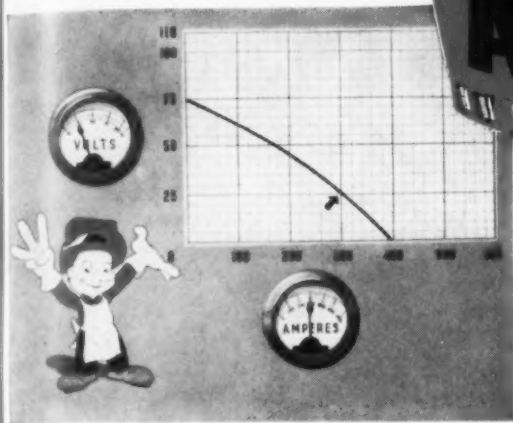
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**The Nation's Schools Publishing Co., Inc.**

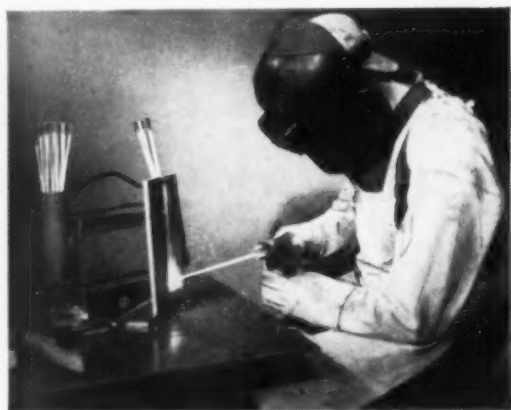
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**Current Setting**—the proper relation between arc voltage and amperage—is clearly and effectively diagrammed with animated charts and drawings.



**Correct Procedure** for welding in the vertical, horizontal, flat, and overhead positions is illustrated by actual demonstrations by skilled operators.



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**Joe MaGee**, a humorous cartoon character, emphasizes many of the do's and don'ts of good arc-welding practice.



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This new General Electric training film, in *full-color and sound*, covers all the basic principles of correct arc-welding technique—can help you train more welding operators—faster!

### INDIVIDUAL INSTRUCTION!

Full-color photographs show, in an entirely new and interesting fashion, what actually happens inside the arc and molten pool—enabling welding instructors to give many of the advantages of individual instruction to both large and small classes alike.

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One instructor in charge of a large Eastern welding school estimated that the use of this film should result in a 20 per cent speed-up of their entire training program—making it possible to train more operators with the same equipment and with no increase in the number of instructors.

### BETTER, MORE EFFICIENT TRAINING

The new photographic technique employed in making this film shows clearly and authentically many of the most hard-to-grasp facts of arc-welding practice, assuring a better understanding of the entire welding art on the part of both beginners and veteran operators.

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"The Inside of Arc Welding" was produced by the Raphael G. Wolff Studios of Hollywood, working under the technical supervision of the General Electric Welding Laboratories and with the co-operation of government and industry representatives. All terms, positions of welds, and electrode specification numbers used in the film refer to A. W. S. Standards.

### In Six Parts—Each Part 10 Minutes and Complete in Itself (16-mm)

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2. Flat Position.
3. Horizontal Position.
4. Alternating-current
5. Vertical Position.
6. Overhead Position.

You are sure to want Part 1 (FUNDAMENTALS) and one or all of the others, depending upon your particular training program.

**You can buy these films at cost!** General Electric is making copies available at print cost. Price, including reel, can, vapor processing, and prepaid express, is only \$52 per film; \$312 for the set of six.

**Or you can borrow prints** for a *single* showing by contacting your G-E arc-welding distributor or one of the G-E offices listed below:

**For use on 16-mm SOUND projectors only**

Joe MaGee, General Electric Co., Section NS-673-38

(nearest address)

☐ Enclosed is our order for the following films: No. \_\_\_\_\_  
We understand that if we are not completely satisfied we may return the films within five days and our order will be cancelled.

☐ Please reserve Film No. \_\_\_\_\_ for our use on date indicated.

1st choice \_\_\_\_\_ 2nd choice \_\_\_\_\_ 3rd choice \_\_\_\_\_  
(date) (date) (date)  
(organization) (Your name)  
(city) (street address) (state)

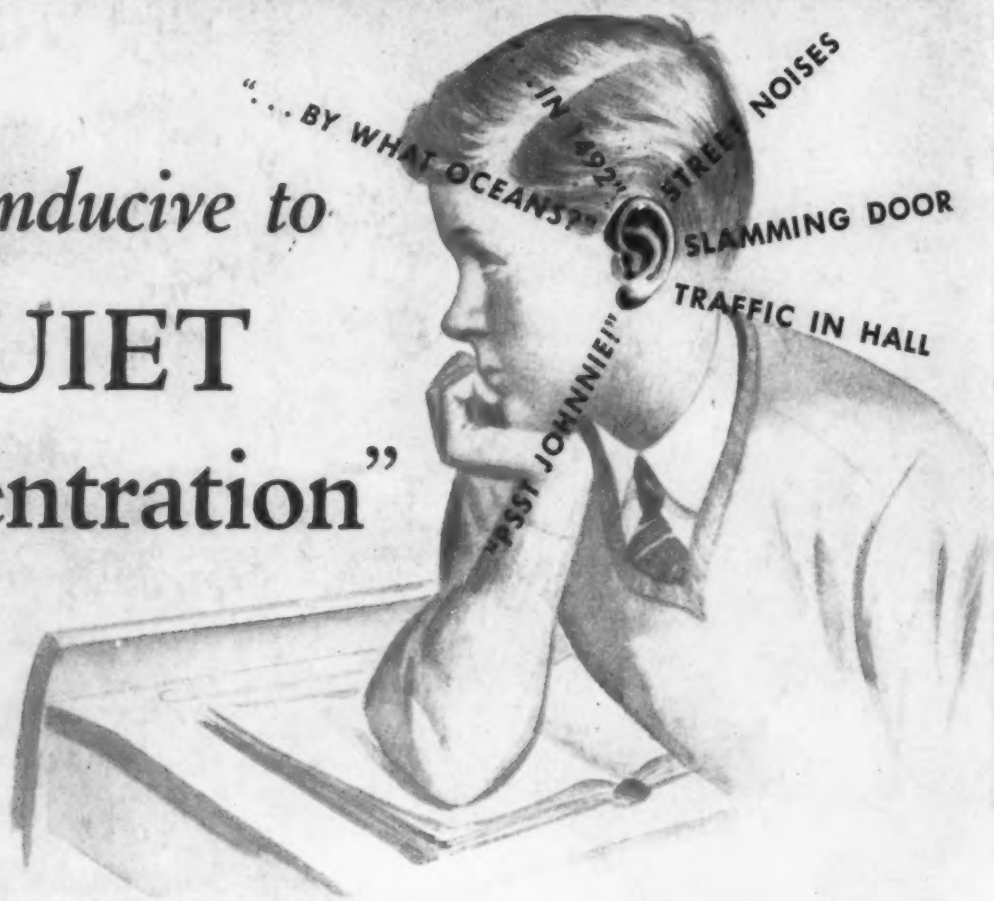
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